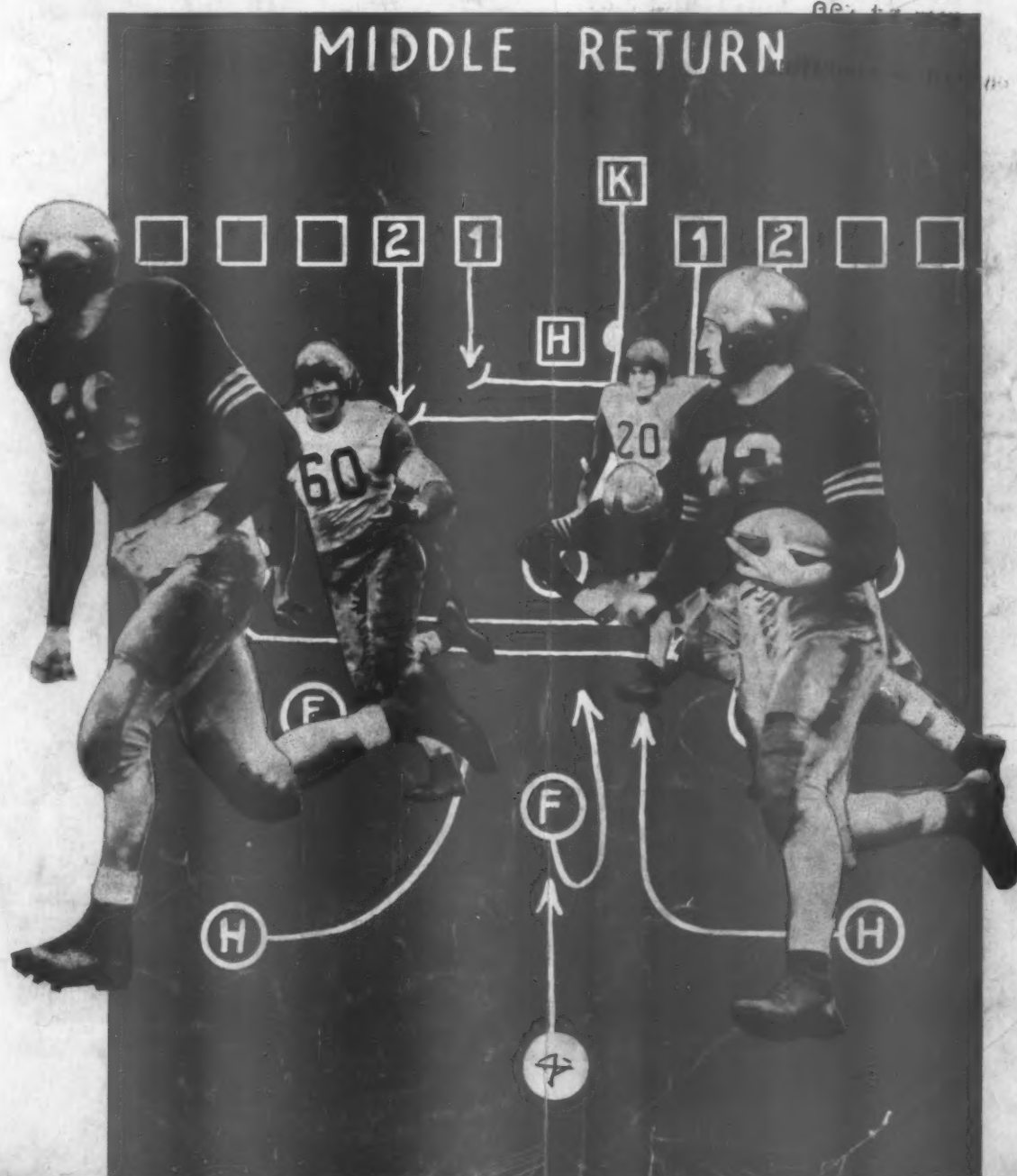


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FRONT COVER ILLUSTRATION

Bobby Stuart of Army returns kick-off 103 yards for score in longest run ever made by a West Pointer. Galiffa runs interference as Bednarik and Farquhar chase Stuart vainly. Credit: *Acme*.

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from here and there



THE various state high school athletic associations continue to expand. Thirty-three states now have full-time executive officers. Ten states also have full-time assistant executive officers in addition to a full office staff. These states have added full-time officers this year: Minnesota, Mississippi, North Carolina, North Dakota, and South Carolina. . . . One of the all time "winningest" records in football was compiled by the late Gil Dobie when he was head coach at the University of Washington. In nine seasons, from 1908-16 his teams did not lose a game, won 58, tied 3. . . . Robert Burgess, former coach at Peoples Academy, Morrisville, Vermont, goes to Whitman College, Walla Walla, Washington, as head coach of basketball and tennis. . . . Arthur Badenoch, the new trainer at the University of Arizona, coached football at New Mexico A & M from 1910-14. In that period A & M beat Arizona three of the five times it has accomplished that feat in 29 years. . . . Jack Turner is now track coach at Springfield, Illinois, High School. He comes from Colfax, Illinois, High School where he served in a similar capacity. . . . George Bernhard is the new football, basketball and track coach at Washburn University, Topeka, Kansas. He played several seasons of football with the Chicago Rockets.

* * *

DON GREENWOOD, former coach at Cuyahoga Falls, Ohio, High School, has been named assistant coach at Yale. . . . Bernard F. Oakes, former football coach at Grinnell College, has resigned to enter sales work for a Grinnell sports manufacturing firm. . . . William Lenich becomes football and basketball coach at Kirkwood, Missouri, High School. . . . Jim Valek, most valuable player on the 1948 University of Illinois football team, has been named line coach at Wichita University, Wichita, Kansas. . . . Don Griffin is now freshman-sophomore football coach at East High School, Aurora, Illinois. . . . Eugene Dykstra, former grid star at the University of Illinois, returned to coaching this fall as head football coach at Mishawaka, Indiana, High School. . . . R. B. "Pop"

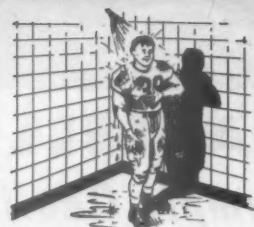
Rutherford, who launched the game of golf at Penn State in 1922, is the only coach on the staff who has been at the helm of a sport since its inception. . . . In 1924 the Washington State College football team won only one game, lost five and tied two but outscored their opponents 107 to 88. . . . Elmer H. Ripley, former basketball coach at Georgetown University, is now coach at John Carroll University in Cleveland. . . . Floyd S. Wilson, former basketball star at Springfield College, has been named freshman basketball coach at Harvard University. At Harvard he will join three other Springfield alumni, Bruce Munro, varsity soccer and lacrosse coach, Norman Fradd, assistant director of physical training, and Nat Parker, instructor in the department of physical training. . . . A. G. Spalding & Brothers sponsored a tennis clinic at Western Reserve University last spring that featured Welby Van Horn and John Fowler. Over 300 people attended and Bill Counsell, Athletic Director at Western Reserve, praised the enthusiasm of both instructors and participants. . . . The Castello Fencing Equipment Company conducted a summer fencing clinic for amateur and professional coaches at the Sala Des Armas Castello, 230 East Ninth Street, New York. The clinic was held in two sessions during July and August—each session lasting one week. . . . Dr. Sharvy G. Umbeck, former tennis coach at William and Mary is now president of Knox College. While at William and Mary his tennis teams ran a string of consecutive victories to 74, and a record in the annals of collegiate competition. . . . Bob Weingart, athletic trainer at Marquette University, remembers when he and his two older brothers, Clifford and Walter, held down the center spot on the West Allis, Wisconsin, Central High School Football team for nine consecutive years. . . . Two of the coaches who took their teams to the NCAA track championships this year at Los Angeles—Earl Thompson of Navy and Flint Hanner of Fresno State—won championships in the first NCAA meet in 1921. Thomson, of Dartmouth, won the high hurdles in 14.4 while Hanner took the javelin at

(Continued on page 61)

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The Athletic Diet

By HARRY R. MCPHEE, M. D.

Department of Health, Princeton University, Princeton, N. J.

ONCE heard a head coach of football ask his team: "How many men on this squad like pie?" There was a unanimous showing of hands. "From now until the end of the season, no one on this squad will eat pie. It is not that I believe pie will injure your digestive systems but by so doing, each one of you will be making a common sacrifice for this team." The idea of the common sacrifice was good, but since it constituted his entire instruction to the team on the matter of diet it left a lot to the imagination. There was no training table. The players had to eat at their usual places and exercise their own judgment as to what was good and what was bad.

There was nothing fundamentally wrong with that approach provided the players remembered (from their courses in physiology) certain basic principles of diet which are essential to living healthfully. After all, the athletic diet is nothing more than the diet required by a normal person for good health.

The first principle is that of a balanced diet through which the individual supplies his body with water, protein, vitamins, inorganic salts, carbohydrates, fats and roughage. The body loses much water through perspiration, excretion and breathing which must be replaced in order to create the optimum conditions for body metabolism. The digestion, absorption and assimilation of foods depend upon solutions, and water is the medium of these solutions. It forms about two-thirds of the weight of an adult. The food eaten, normally supplies about 60 percent of the water needed in the body, hence six to eight glasses per day fulfill the requirement, except in cases of extreme water loss such as on hot, muggy days.

Protein is essential in the diet to provide the materials for building new and repairing damaged tissue. About one-half gram of protein is required each day for each pound of body weight. Beefsteak is about 20 percent protein, so a 160-pound man would need about one pound of beefsteak a day. Offhand this would appeal to many as an excellent way to satisfy the protein requirement. There is a little joker, however, that makes this a questionable practice. The proteins, when digested by man, are broken down into their amino acids which are the building stones. There are more than twenty-

five such acids. Certain ones—about ten in number—are absolutely essential to growth and survival. Man and animals cannot manufacture these—they must depend upon plants to supply them. Beef may not be rich in all of them so it is wise to include other sources of protein in the diet such as eggs, milk, liver, fish, poultry and vegetables.

Vitamins, as the term implies, are substances which are essential to life. They are not building stones or sources of energy but their presence is necessary for growth and healthful enactment of the body functions. They are found in the foods which man eats. Some foods are richer in certain vitamins than others and no food contains all in adequate amounts. This fact emphasizes again the need for variety in foods. If a well-rounded diet is adhered to there is little need in normal persons for augmenting the vitamin content with commercial vitamins. The positive effect of vitamins is active to certain limits only and attempts to push beyond these limits by increasing the amounts taken are mostly unavailing.

The minerals—calcium, phosphorus, sodium, iron, potassium, copper, manganese, sulphur, chlorine, magnesium, iodine, zinc and cobalt are known to be needed by the body to maintain health and development. Their occurrence in foods is much like the vitamins in that some foods are rich in certain minerals and lack others. The diet must have variety to include them all.

So far the things that are essential to life, growth and health have been discussed. The energy to make the machine run comes largely from carbohydrates (sugars and starches) and fats. The former yields four calories per gram and the latter nine. Protein may be used to do the job but it is inadvisable for several reasons: 1) protein is an expensive source of energy; 2) its digestion and conversion into suitable material for fuel is an energy-

(Continued on page 48)

HARRY R. MCPHEE was active in football, basketball and track at Oberlin College. He took his M. D. at Western Reserve University in 1924. He was assistant professor of Health and Physical Education at Iowa State College from 1924-28. He joined the staff of Princeton in 1928.

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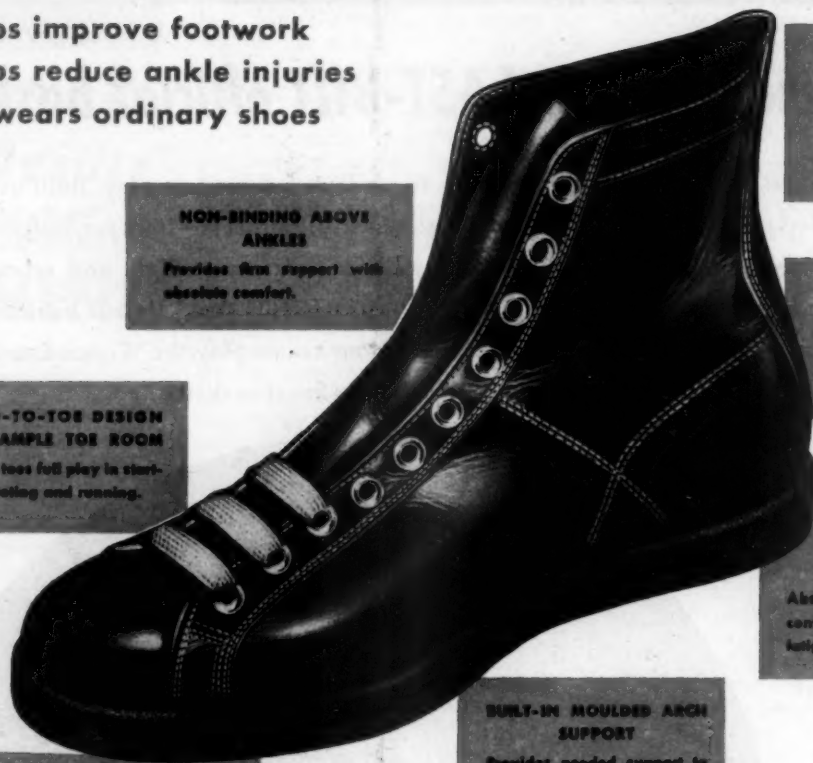
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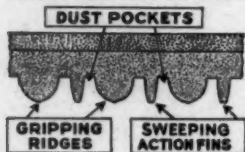
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KICK-OFF TECHNIQUES

By **NELSON NITCHMAN**

Football Coach, U. S. Coast Guard Academy

IT is highly desirable from a technical as well as a psychological standpoint, that every football team be equipped with some sound defenses against kick-off returns. There are few other features of the game which can be more demoralizing to one's team than having a kick-off brought all the way or almost all the way back against them.

In order to prepare a defense against them it is first necessary to understand and become familiar with the various kick-off returns.

The old-fashioned wedge method of returning kick-offs, although used by many teams still, has relatively little spectator appeal, seldom brings much satisfaction in results to the players and cannot as readily take care of certain weaknesses on the part of the team doing the covering. The wedge method does not require nearly as much real concentrated practice on details or work on intricate timing, yet for overall results and to round out one's offensive scheme more completely, the time and effort spent on pre-arranged, specific methods of return pays off.

To replace the wedge method of bringing the ball back, the cross-block brings longer gains up the middle. Diagram 1 shows how the middle man in the front line is responsible for the kick-off man. The two front-line blockers to the right of the middle man cross over and get the first and second man to the left of the kick-off man. The man to the far right gets the first man left of the kicker inasmuch as the second man left of the kicker is too far removed from him to insure proper timing. The two men to the left of the middle front-line man pull deep and get the first and second man to the right of the kicker. They must pull deeper so there will be no congestion produced by the crossing. The two ends shield the next two coverers to the outside while the fullback and halfbacks escort the receiver through the gap created by the cross-block. This cross-blocking may be shifted back farther toward the goal to be defended if it is known that the kick-off man is capable of punching the ball to goal-line depth.

The side-line method may be run to

either side. If run to the left, the men covering are numbered one through six from the side line toward the middle.

In Diagram 2 the right man in the front line and the right end wall in the second man in from the side line. The second man from the right in the front line and the fullback wall out the first man in from the side line. The middle front lineman, the first and second men to his left and the left end pick up the third, fourth, fifth and sixth men in from the side line in that order and wall them to the inside. The two halfbacks act as lead blockers for the ball-carrier through the hole created by the cross-blocking.

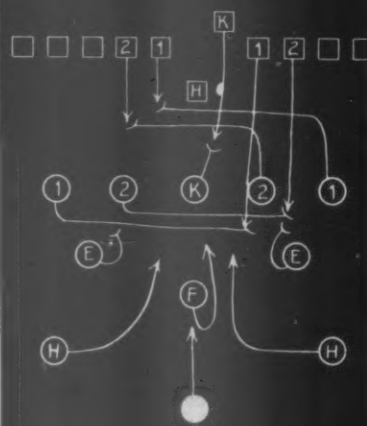
It is also possible on this return, when the ball is kicked to the right halfback, for him to cross and feed the left halfback; or, if the ball comes to the left halfback for him to fake a crisscross with the right halfback. In these cases the safety man acts as a personal interferer through the hole.

Single blocking on the side line is one method of return, but most teams have discarded it in favor of the double team at the point of the split. In teaching these runbacks one team should first kick off to the receiving team and "position" block imaginary coverers. Later the kicking team should cover and the receiving team should bring the ball back with the blockers carrying out their assignments. After the squad learns both the outside and middle runbacks it may be understood that kicks that land in the right zone will be brought up the right side-line, kicks that land down the "alley" will be brought back up the middle and kicks that go to the left will be returned to the left. Good results may be obtained

(Continued on page 50)

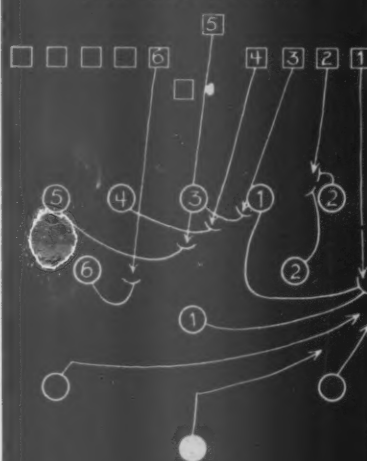
NELSON NITCHMAN graduated from Union College in New York in 1930 where he was a three-sport man in football, baseball and basketball. He coached football and basketball at Union for ten years. Going to Colby College in Maine, he coached the football team to its first state championship in 18 years. He entered the service in 1942.

MIDDLE RETURN



DIAG. 1

SIDE-LINE RETURN



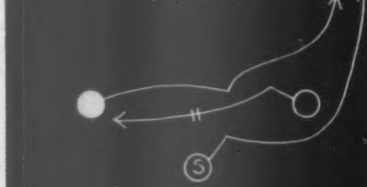
DIAG. 2

CRISSCROSS



DIAG. 3

FAKE CRISSCROSS



DIAG. 4

Defense

By CARL G. SNAVELY

Football Coach, University of North Carolina

Carl Snavely gave an excellent series of lectures at the Texas High School Coaches Association Coaching School this summer. Our thanks to Otis Coffey for permission to print his lecture on defense.

DEFENSIVE football does not consist of just lining up one's team in good positions. That phase of the defense helps, but each player must have practice in executing the fundamental techniques required for his position. Each player should be thoroughly drilled in his many techniques and maneuvers. The coach will find this is a teaching job just as the development of an offense is a teaching job.

We used a 5-4 defense in the Sugar Bowl last year. This defense had been used very successfully by Red Sanders of Vanderbilt through the season.

Diagram 1 illustrates the 4-4-3 defense which we also used in the Sugar Bowl. The guards played directly in front of the offensive guards and the tackles played directly in front of the offensive ends. The ends dropped one yard off the line of scrimmage. Our linebackers played directly in front of the offensive tackle.

Diagrams A, B and C illustrate variations we used in the Sugar Bowl game. On every play the line changed from a four-man defense to a six-man defense because the line and the secondary executed *stunts* which they worked in units independent on each side of the offensive center. Diagram A illustrates a stunt in which the right linebacker charged hard on the left tackle but not into the offensive team's backfield. It is not sound football to shoot linebackers. Our ends would come up when the play came their way; if it did not they would wait and take a position to

come across or to drop back into the pass defense.

Diagram B illustrates a stunt whereby the tackle would cross-charge on the tackle and the left linebacker on the end. Another stunt was one in which a guard would charge out on the tackle and the linebacker would charge over on the guard. This stunt is illustrated in Diagram C.

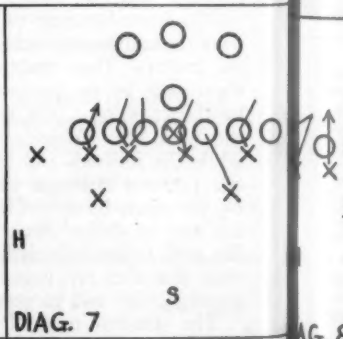
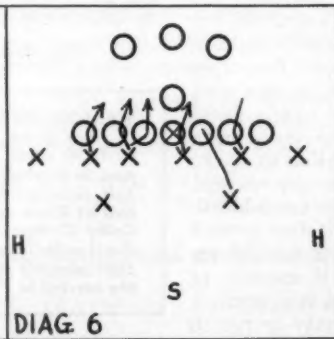
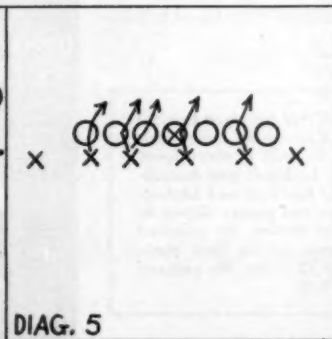
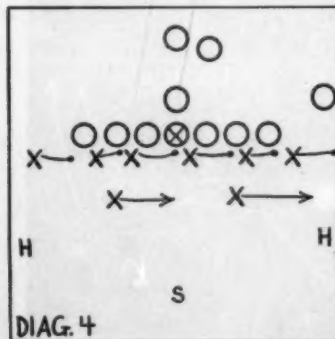
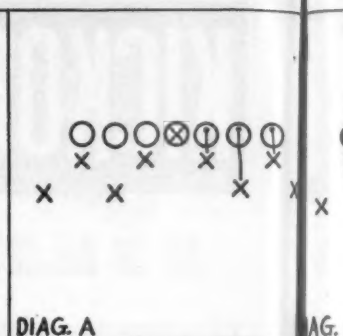
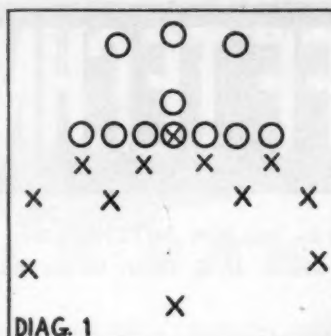
In our plan of defense the linebackers would charge to certain spots and our linemen would compensate by charging to other spots. We had, what was in effect, an eight-man line but all four men in our secondary had a chance to recover when they detected a pass. If we detected the pass soon enough we had four men back in pass defense in addition to our two halfbacks and our safety man. We felt that we were weak between our guards and we spent a lot of time in teaching these men to protect the territory between them.

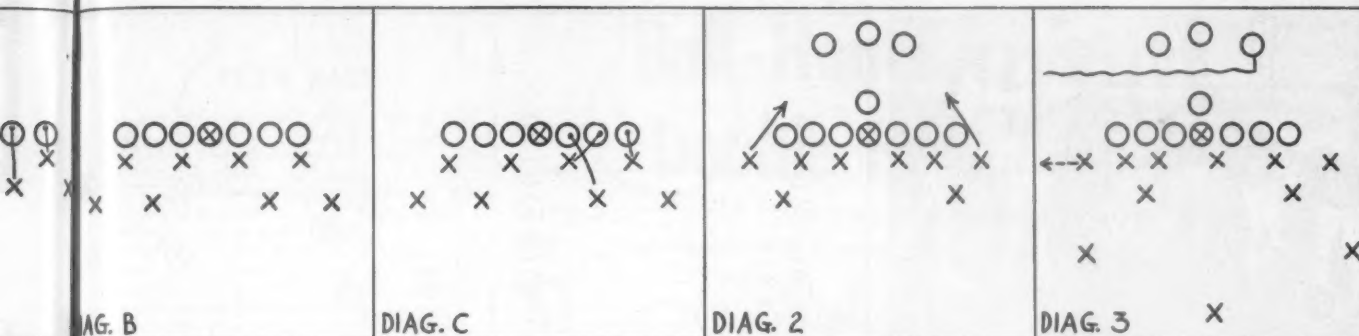
All defensive line-play may be grouped into two types of play. In one type, the linemen play directly in front of an opponent. In this type of play the defensive man plays the opponent straight on with his hands until he determines which way the play is developing, then he controls his opponent and fights toward the ball.

In the other type of defensive line-play the defensive men play in the seams between two men. In this type of line-play the defensive man must charge hard into one man, recover, and then drive hard into the other man.

Another defense we used is a triple defense with four linemen, four linebackers and three deep men. Where this defense broke down was in the secondary. Our linebackers did not come up into the line. They waited until the play developed which they did not do in practice. We felt that our linebackers failed to realize that they were linemen instead of linebackers.

Diagram 2 illustrates the defense we used fairly successfully against Maryland's Split T formation. Our guards played nose on their guards; our tacklers played nose on their tacklers, and our ends played on the outside shoulder of their ends. Our linebackers played directly in front of their ends. Our halfbacks played a normal game, and our safety man played relatively close. He was no deeper than the halfbacks at times. Our guards and tacklers charged man on man on their opponents. Each attempted to control his opponent and to maintain his freedom to go to either side. The guards and tacklers made their charge on their opponents in one of two ways. They charged their opponents with their hands on the opponent's head, or they charged their opponents with their hands on their opponents' shoulders and chests and held them at arms length. In executing these fundamentals the linemen must operate from a low position. The rule permits the use of hands if the arms are kept horizontal, but they cannot be used with a downward motion. Then too, if a man gets





his hands too high, the blocker can get to his blocking surface which would be disastrous for the defensive man. We spend a good deal of time in teaching our boys to charge into an opponent with the forearm, lift him up with his elbow and forearm, and then control him so that he, the defensive man, can go either right or left depending upon the direction of the play.

Our ends were instructed to obstruct the offensive end if he attempted to come out wide. If the end should attempt to drive inside the tackle, the linebacker should offer him some obstruction. These maneuvers should keep the offensive ends from getting down the field too fast.

When playing against the Split T formation we want our ends to wait on the line of scrimmage until the quarterback commits himself. The end can help a great deal on the wide play by playing on the line of scrimmage. This is very important because the linebacker can offer very little assistance on the wide play. The linebacker has a big responsibility in meeting quick-opening plays and he can't be depended upon to help much on the wide plays. The defense is weak between the guards but our guards are acquainted with that situation and play hard to stop the quarterback sneak and other plays going over the middle of the line. Of course, when the lineman hit, control, and go with the play they are suckers for crisscrosses and counters. However, we try to compensate by playing

in this manner: when backs go away, the linebacker on the same side moves over fast; when a man pulls, our linebackers yell "Counter" etc. The ends drive in sharp on the side where the back leaves.

Diagram 3 illustrates our basic defense against the T formation with a man in motion. The defense is somewhat different from a normal six-man defense. A T formation quarterback may have his blockers adjust for a five-man defense, an overshifted six, a seven-man defense, or any combination of these; but he cannot adjust so read-

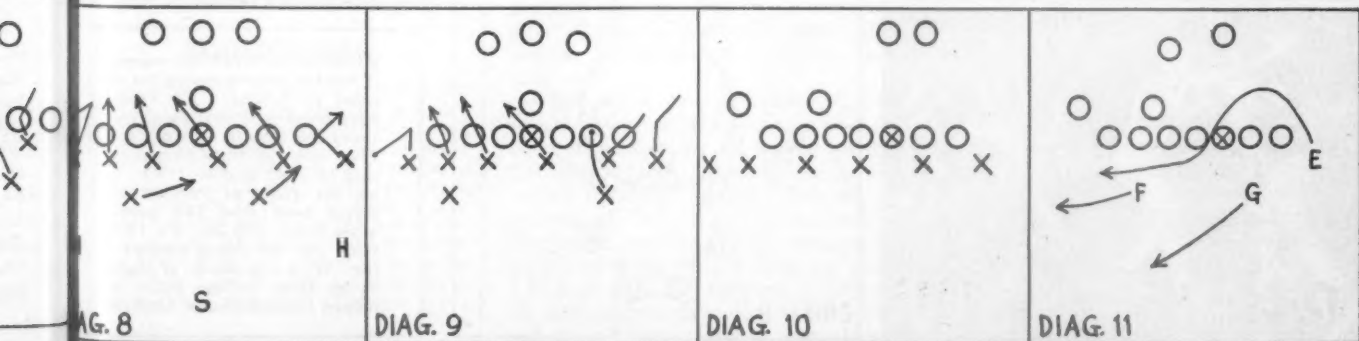
CARL SNAVELY coached at Bucknell University before going to North Carolina in 1934. His first two seasons there his teams lost only two games. He left North Carolina in 1936 to go to Cornell where he compiled another magnificent record. He returned to North Carolina in 1945. Last season his team won 9, lost 1, the loss being to Oklahoma in the Sugar Bowl.

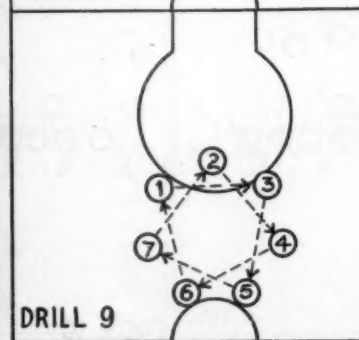
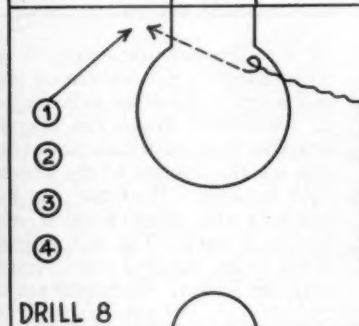
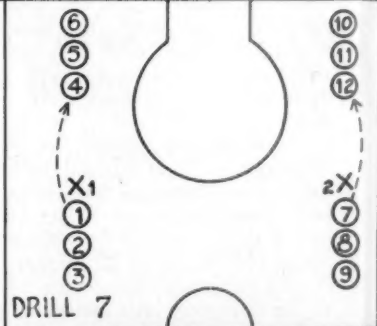
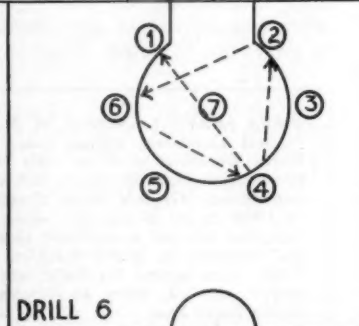
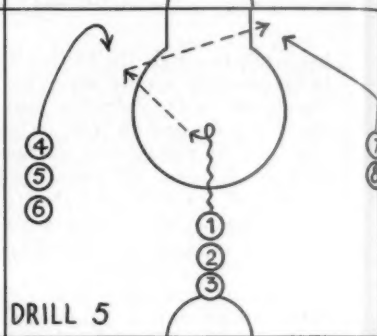
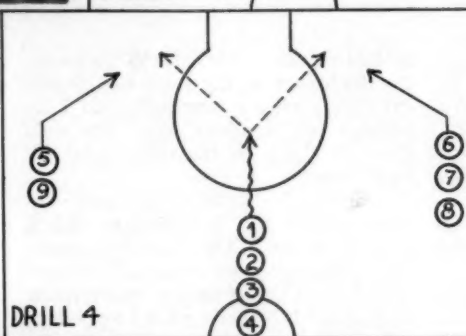
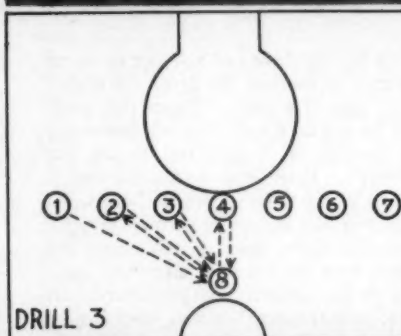
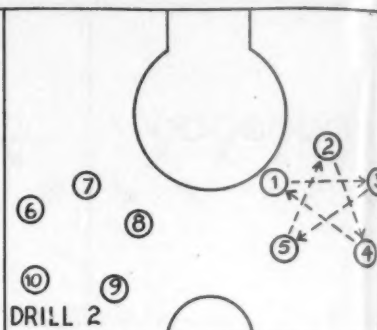
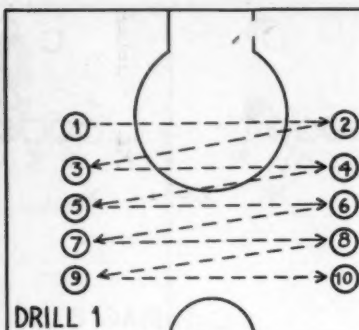
ily for the defense described above. This defense is not a seven on one side and a five on the other as is the case on an overshifted line. The diagram illustrates how the linebackers compensate for the position of the lineman by their location. We have our defense maintain this same position when a flanker is used. The only adjustment made is by the end who loosens up with the flanker. He moves out a little

wider but he does not attempt to cover the man in motion. He drops off slightly in case of a pass. From this position he can do a very fine job bothering the flanker on a pass out in the flat territory. If the end hooks, the end is in five yards from where he hooks and since the ball has to be thrown directly over the end's head it will cause the passer trouble because the hook pass has to be thrown low and hard. A hook pass thrown low and hard can be reached by a man five yards in front of the receiver very easily. A good passer does not like to fire a ball out there in the flat over a defensive man's head. If the pass is lobbed it is no longer a hook pass and the halfback can come in and cover it. If the man in motion goes deep and the end swings out in the shallow flat, the defensive end is in a position to help. Thus the work of the defensive end is very important to our pass defense when he drops back into the flat territory on his side of the field.

This is a very good defense if the offense starts its plays while the man is in motion. If the ball is snapped while the man is in motion we do not want our linemen to be shifting at the time the ball is snapped. If our opponents do not snap the ball until the flanker has gotten out to his position, we may overshift our line while he is in motion. In this case the defensive set-up will be like the one shown in Diagram 4.

(Continued on page 34)





CHARLIE TURNER has enjoyed marked success during his six years at Paschal. His teams have finished in first place five times and once in second place. They won the state championship in 1945 and in 1949. In his six years at Paschal his teams have won 123 games while losing only 23. His 1949 team won 24 games without a loss. He is a graduate of North Texas State College where he played basketball and football.

Ball-Handling in the Double Post Attack

By CHARLIE TURNER

Basketball Coach, Paschal High School, Fort Worth, Texas

PUSH PASS

Illustration 1 shows the two-handed push pass (team pass). 4 fakes, then pushes the ball to 8. Note the outstretched arms, hand and fingers and the wrist action of 4. Drill 1. The players are lined up 10 to 12 feet apart facing each other. 1 passes to 2, 2 passes to 3, 3 to 4, etc. Drill 2. Players in groups of five are placed in different positions on the floor and push-pass the ball across the circle. Drill 3. Players are lined up in a single line with one player, who receives the passes from the others, facing the line. 1 passes to 8, 8 passes to 2, 2 passes to 8, 8 passes to 3, 3 passes to 8, etc. Passes should be fast but accurate. Drill 4. 1 dribbles to the free-throw line, stops quickly, fakes and push-passes to either 5 or 6 who then shoots. The man who does not receive the pass takes the rebound and push-passes out to 2. 5 then goes back of 8 and 6 goes back of 4. Drill 5. 1 dribbles to the free-throw line, stops or pivots, and push-passes to 4 who is breaking to meet the ball. 7 now feeds in fast and receives a push pass from 4 for a short shot. 4 follows, push-passes to 2 and goes back of 3. 7 goes back of 6 and 1 goes back of 8.

ONE HANDED PUSH-PASS

Illustration 2. 8 throws a left, one-handed push pass to the post man, 13. He fakes a bounce pass first, then throws hard over the defensive man's shoulder. Drill 6. Players form a circle and attempt to pass back and forth past the player in the center. They may not pass to the man next to them. The man in the center attempts to touch the ball or make the others make bad passes. Drill 7. 1 attempts to one-hand push-pass by XI to 4. 4 takes the place of XI and 1 goes back of 6. XI then goes back of 3.

UNDERHAND PASS

Illustration 3 shows a cross-body underhand pass executed by the post man, 13, to the guard, 4, after a fake to 8. Note the position of 13's head and eyes. Illustration 4 shows an underhand push-pass from 8 to 13. Note the fast action of 8. He fakes a right-handed, over-the-shoulder push pass and then passes under the defensive man's arm. Drill 8. 5 dribbles to the free-throw line, pivots, and underhand passes with the left hand to 1. 5 goes behind 4, 1 goes behind 8. In order to use a right-handed pass, 1 should start the drill.

BOUNCE PASS

Illustration 5. 8 throws a left-handed bounce pass to the post man, 13. 8 fakes a left-handed over-the-shoulder pass, then bounce-passes under the defensive man's arms. Note the position of the post man—feet spread, slight knee bend, arms wide apart with the elbows out. Drill 9. The players should bounce-pass the ball to one another. Each player should pass to another man across from him and not to one at his immediate right or left. For example, 1 passes to 3, 3 passes to 5, 5 passes to 7, etc.

MUCH has been written on the subject of basketball in general. All phases of the game have been dealt with including the procedures for an effective double-post attack. However, the principles of play, the methods, and the styles of play recommended in this article are based on the assumption that the players are fairly skilled in the mechanics of the various types of passes employed in the double-post attack. Few of our high school boys have a sound, vital knowledge of passing when they are sophomores and fortunate is the coach whose team has these excellent qualities. The average high school players are not able to execute the passes required to carry on the double-post game. Their lack of skill in basic mechanics requires that their tactics and strategy differ from that employed by more skillful players. Their practice procedures, therefore, must also be different.

Ball-handling in basketball, as used here, refers to catching, passing, and dribbling the ball. These acts look simple enough to the average fan and beginning player, and are simple when properly executed. The ability to perform these three acts correctly, however, usually means the difference between a poor team and a winning team.

At Paschal High School we place a great deal of emphasis on the importance of good passing. In our organization of basketball we place passing or ball-handling first. The following is a discussion of some procedures and tactics that have been successfully employed in teaching high school boys to be great passers.

The following are the types of passes most widely and generally used: (1) push, or chest pass known as "our team pass" (2) one-hand push pass; (3) one-hand underhand pass; (4) bounce pass.

The push or chest pass is executed in exactly the same manner as the push or chest shot excepting, of course, for the fact that a team mate is the target rather than the basket. Instead of pushing the ball up toward the basket, the player pushes the ball toward the player to whom he is making the pass. The push pass, like the shot, is difficult for most players to acquire. The wrist and finger snap must be developed

along with the co-ordination of the body weight and the step in pushing the ball for the pass. Practice with a medicine ball in the early part of the season will develop the fingers and wrists. At the finish the hands should go forward in the direction of the pass with the wrist being given a quick break and downward thrust. Players should learn to pass with either foot forward since they should be able to pass with or without stepping forward.

The one-hand over-the-shoulder pass is made by holding the ball in either the right or the left hand with the fingers spread out normally over the rear of the ball. The throw is similar to that of a catcher in baseball. The ball should rest on the center of the hand and be balanced by the fingers as it is drawn back beside the ear. Usually the free arm is extended to give both balance and protection and a step should be taken with the foot opposite the passing arm in the direction the pass is to be made. This pass is so fundamental that every team and each member of the team should be able to execute the pass correctly with either hand. The pass is most effective for long passes or for fast, hard passes.

An essential skill which each player must acquire is the ability to keep the hand squarely back of the ball until the ball has completely cleared the hand. The follow-through must be in direct line with the pass. If this point is not stressed the players are likely to become careless and permit the ball to roll off the side of the hand or fingers, thus imparting a spin on the ball which results in a curve. The wrist should be snapped to insure a fast, hard pass directly to the receiver. The clever player will learn to throw this pass for short distances by quickly flexing the wrist without use of the step or follow-through.

The one-hand underhand pass is used in situations similar to the one-hand push pass. Here, again, is a pass which may be made with the right or left hand, therefore every player should be able to make it accurately with either hand if he hopes to be an asset to a first-class team. This pass is probably easier to perform from either side than any of the others. The pass with the

(Continued on page 53)

BASKETBALL FUNDAMENTALS

DRIBBLING

By H. E. "BUD" FOSTER

Basketball Coach, University of Wisconsin

THE dribble is a very important weapon of the offensive basketball player and enough should be taught about it so that it may be used without effort. Just as passing becomes second nature, so should the dribble and it must be given to a squad in fundamental drills at the start of a season and throughout the playing months. Some systems of basketball require its use more than others and here at Wis-

consin where we move the ball with a short-pass, moving offense we don't depend too much on the dribble in our offensive patterns. Dribbles of two or three bounces are used to get better passing or shooting positions but the only sustained use is in advancing the ball in the back court or on drive-ins to the basket after some opening in the defense occurs.

Some basketball teams overdribble and we think this is a waste of time. We have seen many players who, upon receiving a pass, will take a one-bounce dribble at once before passing or moving. This is a bad habit as it robs the man with the ball of an opportunity to move with it. The right to dribble should be protected and saved until one wishes to go somewhere with the ball or to free oneself from close or congested defensive areas.

Dribbling is not a fast way to move the ball and on quick breaks, passing will advance the ball more quickly than dribbling. True, there are spots in the break where a dribbler must work a defensive man out of position, but this only occurs at the start or finish of the break. If a player has position on his guard and has a clear path to the goal or shooting area, that is the time to use a fast dribble.

Pre-Season Dribbling Drills

Pre-season dribbling drills are worked into practice sessions along with passing. The first drill we give our men is a three-line floor length exercise (Diagram 1) where we hope to teach control of the ball and dribbling form along with some floor-length sprints

for condition. The drill is conducted by giving a ball to the first three men in line at one end of the floor and having them dribble as fast as they can to the other end of the court where the ball is handed or passed to the first man in that line. We insist that the men run with their knees bent and their trunks bent forward, with the ball out in front away from the danger of kicking it. Their heads should be up and their eyes sighting over the ends of the fingers so they will have a view of what they are getting into. The ball should be felt and not watched by the dribbler and control of the ball is all important.

After the players have acquired the ability to control the ball and can maintain good speed, we ask them to use the right hand one direction and the left coming back. A couple of trips up and down where they swing the ball from the right to the left hand is also an advancement. Later we place football dummies on the floor in a line and have them weave in and out shifting the ball away from the dummy as they pass it by (Diagram 2).

Another sound drill for dribbling is the circle drill where the group makes a big circle and one at a time each man weaves in and out, keeping control of the ball and protecting it by shifting it to the hand away from the man he is going past (Diagram 3).

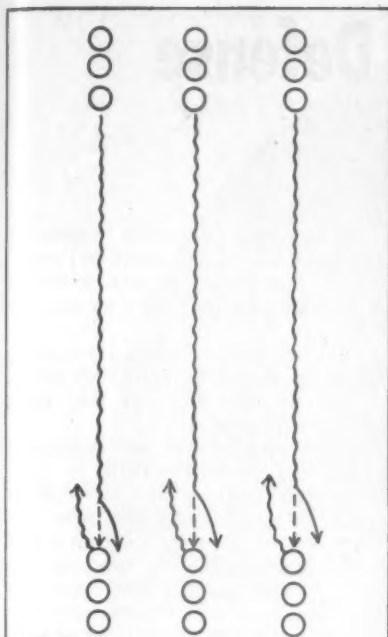
A sound three-line drill that also teaches the crisscross and turn pass may be used (Diagram 4). The squad should be faced into a goal in three lines about twelve feet apart. The ball should be given to the center man and he may dribble right or left diagonally toward the goal with the wing man on that side going behind the dribbler and taking a turn pass on a crisscross. After taking the ball he should dribble diagonally ahead where the third man takes the turn pass, dribbles to the goal for a shot and the other two men follow for help on rebounds. After each time through the player should take a place in a different line.

Aside from moving the ball, the dribble is important when used with a feint to get position for a shot. The feint-

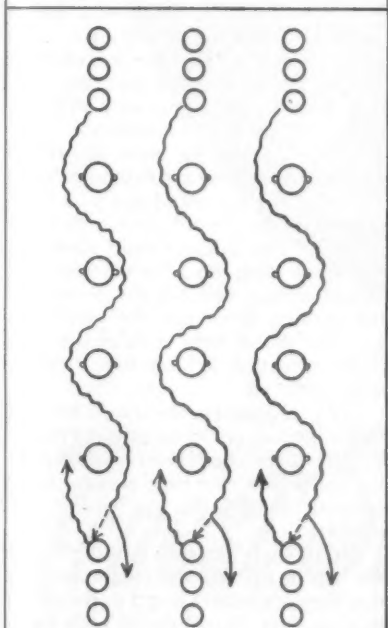


Good dribbling form. Ball is low and well out in front-the eyes are ahead.

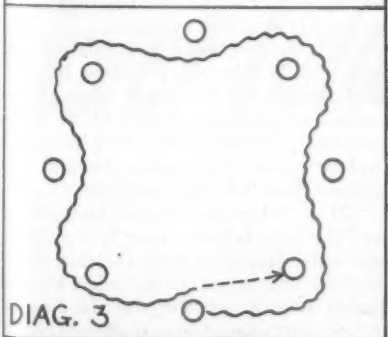
HAROLD E. "BUD" FOSTER played basketball at Wisconsin where he won all-conference honors at center in 1929 and '30. He was also named to the All-American team in the latter season. He became varsity coach at Wisconsin in 1934 and since that time his teams have won three Western Conference championships and one NCAA championship. This is the second of four articles on fundamentals.



DIAG. 1



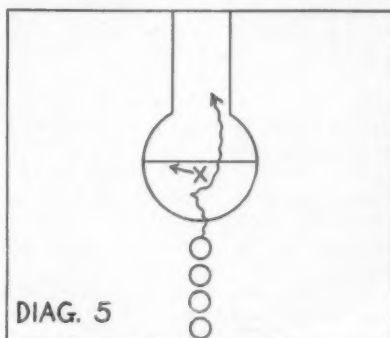
DIAG. 2



DIAG. 3

dribble for a shot is used when the offensive man has one man between himself and a shooting position and the feint is used to pull the defensive man out of the path of the dribbler. From a standstill position the man with the ball makes his feint in the opposite direction he wishes to go and when the defense moves to cover the feint he swings through the opening made when the guard moves. If the defense does not react to the feint he should take advantage of this by going in the direction of the feint. A moving dribbler can also feint a defensive man by changing his pace and direction and then cutting in another direction.

Along with the handwork controlling the dribble, we feel that footwork and the way the body is carried are very important in going around a guard by use of a feint-dribble. As the ball man swings to his right he should swing his left foot across the right and at the same time swing the ball to the right hand away from the defensive man. As he continues through he should drop his left shoulder protecting the ball



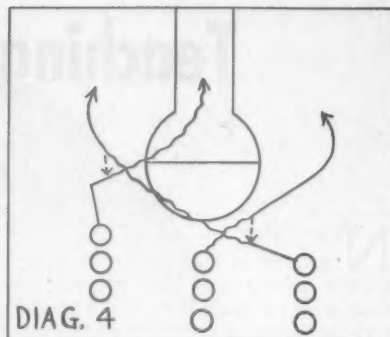
DIAG. 5

from any handwork that may be used by the guard. In going to the left the motions are reversed and here the ball goes to the left hand for the dribble and the right leg swings across the left for the first step while the right shoulder is dropped for protection.

Feints used in dribbling should be easy, short motions that take little time to recover from. Slight wrist movements, shoulder rolls, or body bends all may be used along with eye feints. Hard feints tend to pull the ball man off balance and make it difficult for him to recover in time to beat the defensive man's reaction.

The Feint-Dribble

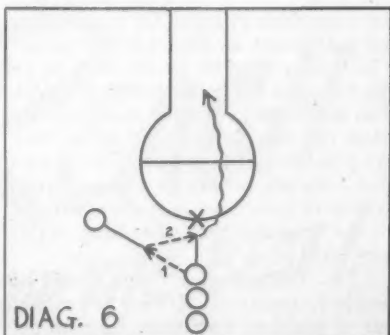
Two drills that we use most for developing the feint-dribble are simple one-on-one set-ups. In the first we place one defensive man on the free-throw arc facing the man with the ball about at the midline (Diagram 5). We instruct the man with the ball to dribble fast at the defensive man, and as he



DIAG. 4

nears that area, to try and draw the defensive man out of position by angling either right or left. If the defensive man pulls in either direction to guard the path chosen by the dribbler, the dribbler may then shift the ball to the hand away from the defense, cross his feet and drive for the open spot. After the shot, the man with the ball takes over the defensive duties and the defensive man goes to the end of the line. Aside from teaching the dribbler to change pace and direction while moving, this is also good practice for the defensive man to learn how to keep position on his man.

In the other drill we stress the feint-dribble from a standstill position. Here again we use the one-on-one set-up shown in Diagram 5 but add a third man to act as a passer. We again set up the defensive man on the arc with a man with the ball at the midline, but the third man we locate either to the right or to the left of the defensive man. As the man advances toward the defense he passes to the player who is acting as a passer and continues toward the man on defense. He takes a return pass, stops with a one count, throws a feint at the defense and goes the best way, depending on the reaction of the defensive man (Diagram 6). There are also several other options open for the ball man that starts the play. If the defense drops back in front of him he may shoot long and follow for the rebound, or if the defense does a fine job and is tight, he may always pass to the third man and cut a return pass.



DIAG. 6

Teaching Forward Pass Defense

By FORREST W. ENGLAND

Football Coach, Arkansas State College

NOTHING should be taken for granted in coaching forward pass defense except this—the players are weak on it. I doubt if there is a greater deciding factor in a game between evenly-matched ball clubs than the quality of the pass defense.

To me the whole game of football is a "state of mind" or mental attitude. This is doubly true on pass defense. Most coaches agree that the defense is at a distinct disadvantage in defending against the pass. This being the case, extra effort must be placed on this phase of the game to make a respectable showing. With more passes being thrown each year, defense to combat the pass looms larger and larger. I believe non-alertness on the part of the defensive man is the chief cause for defensive collapse against the pass. The second most prevalent cause is lack of practice drill or game experience in defending against it. The third cause may well be over-anxiousness to stop what may look like a running play but that later develops into a pass. Lack of height among pass defenders is a prominent physical factor.

Of course, we are all aware that there are "bug factors" in all pass defenses where certain short passes are almost impossible to defend against.

The following points are the ones we teach at Arkansas State College on defense against the forward pass.

(1) The backs should be educated to the importance of pass defense by sending the ends at them. The end knows where the pass will be thrown. By using almost any type of fake or feint they are able to free themselves to receive the pass. This drill literally makes fools out of the backs and soon they are shocked into the realization that pass defense is tough work and that they need considerable work on this skill. This is the exact lesson that we want them to learn. Of course, they are up against an impossible situation. There is no need to let the back in on the extent of his handicaps in this drill. Too many backs believe that they are good on pass defense and when they are practicing it they loaf. The reason that I do not believe in a man-to-man system of pass defense is demonstrated by the defensive back's handicap in this very drill.

(2) The defensive backs should be taught to react fast. If they are caught out of position, they must learn to get

into a favorable position quickly. They should try to prevent the pass-receiver from getting closer than six feet to them on a long pass before the ball is in the air. They should stay between the possible receiver and the goal.

(3) The defensive backs should be taught to run fast moving backwards and cover sideways. With practice boys can improve a lot on running backwards. We use a drill where one man is a pass-receiver and another man is the defensive back. We let the receiver cut, stop, sprint, pivot, etc., with the defensive back attempting to keep good defensive position for pass protection.

(4) The defensive back should be taught to run sprinter's style while looking back over the shoulder just as a good outfielder does when he goes after a fly ball on a long drive.

(5) The backs should learn to judge the flight of the ball. They should watch the front nose of the ball to judge its carry.

(6) The defensive backs should learn to make all possible interceptions above the level of the head. If they wait and take it lower they may be too late.

(7) We throw the ball out among four or five defensive backs to give them practice in fighting for interceptions. When a back is plucking at the ball he should be sure to twist it at the same time if an opponent is attempting to get it away from him.

(8) We use a zone system of pass defense.

(9) The very second that the offense shows a pass to be on, the defensive halfbacks should give a little ground and drift slightly to the outside.

(10) The safety should keep his eyes glued on the passer and see the ball leave the passer's hands. If he has practiced to cover his position as a good center fielder would, he can cover much more ground than he ever

dreamed would be possible. Seeing the ball leave the passer's hand and covering as much ground as possible are the main points for the safety on pass defense.

(11) If the linebackers are attempting to cover the flat zone they should be sure to seek depth as they move into the flat area.

(12) Interest can be maintained longer in pass defense drills by using the centers, ends and backs on offense while the halfbacks, linebackers and safety are on defense. Give an award to the group making the most completions or interceptions. The coach may have the losers carry the dummies back into the fieldhouse at the close of practice.

(13) To build confidence in the boy's pass defense ability, the coach should throw a few not too noticeable phonies during the drill that the boy is sure to intercept. This may well help to restore the back's confidence.

(14) A running pass should be covered by rotating the defensive backs.

(15) Always play for a pass interception except possibly on fourth down.

(16) The safety should always be the spark plug on pass defense. He should always call out the number of the ensuing down and the yardage to go. He should hear each of the other backs repeating it after him. Second and seven, etc.

(17) Extensive use should be made of the linebackers in rushing the passer.

(18) The coach should stress rushing the passer; the time element is the greatest thing in forward pass completions.

(19) Once linemen break through the line in rushing the passer and find that they are unable to get to the passer in time, they should throw both hands into the air and leap to make it difficult for the passer to get the ball away and to see his possible receivers.

(20) When rushing the passer the ends should fake the would-be blocker to the inside and then fight to go on the outside of pressure applied by the pass protector, otherwise they may be fooled and the passer may fake a pass and run around them for long yardage.

(21) When covering on long passes and the pass fails to come in due time, the ends should be alert to leave their receiver and come up to tackle on the passer who is now beyond the line of

(Continued on page 49)

FORREST W. ENGLAND is one of the leading exponents of the T formation and has lectured on it at many coaching schools. He was formerly football coach at the Senior High School at University City, Missouri. In the past seven years his teams have lost but 13 out of 63 games. He is the author of the book "Coaching the T Formation."



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Publisher

Public Relations

NOT too long ago in this column we advocated that all college physical education departments should require a course in the purchase and care of athletic equipment. We feel that like attention should be given to a course which deals with the problem of successful public relations.

As we pointed out in the previous editorial, the would-be coach has little or no experience with the handling of equipment. His closest contact to the problem was when he requisitioned his uniforms at the beginning of the season from the equipment room manager. Likewise, his dealings with the press have been even more limited. The player fills out a questionnaire listing his hobbies, his greatest athletic thrill, etc., has his picture taken on opening day and that is the extent of it.

As any coach will tell you, the handling of the press and radio can be a time-consuming and confusing chore. His first task must be to take the press into his confidence, tell them the truth about the squad. The gentlemen of the press are not unlike all of us, in that we dislike being wrong. The only difference is that the sports writer makes his statements in black and white. If the coach deliberately misleads the sports writer it is only natural for the writer to look forward to a new coach, even going so far as to further this desire by attacks on the coach. This is but one of many illustrations which should be disclosed to future physical education graduates.

Every college maintains its own public rela-

tions, or publicity man. It would, therefore, be a very simple problem to devote a few hours to this important phase of coaching.

If physical education is going to keep step with the current trends in education, namely more emphasis on the practical application, and less on theory, then attention should certainly be given to the purchase and care of equipment and to public relations.

Danny Hill, athletic news director at San José State College, has recently installed an athletic public relations course. Our hats are off to this progressive institution for taking this forward step. Other institutions could well do likewise.

Athletics A Part of Education

RECENTLY a bill was introduced in the Massachusetts Legislature which would bar the discharge of coaches after they have served three years without a public hearing. The bill was defeated by a 3 to 1 vote.

Although we do not have the complete hearings of both sides available to us it appears as though the opposition hammered on the old argument that coaching was not a part of education. One legislator opposed the bill on the grounds that "It would give coaches the same tenure as teachers." Another legislator condescended to acknowledge that coaches teach when he said, "Coaches teach athletics but pupils get no credit for taking part." Still another legislator used this argument: "Coaches are specialists and hence should be under the control of school committees."

Those backing the bill based their arguments on the fact that winning games is the only criteria used in determining the tenure of a coach. To further their arguments against this injustice they used concrete illustrations of coaches who have had winning teams for a number of years and then after one disastrous season found themselves without a job.

A shrewd legislator in favoring the bill would have used the argument that athletics are a part of education and, as such, those that teach or coach athletics are entitled to the same rights and privileges as those enjoyed by their academic brethren.

To our way of thinking, athletics are every bit as much a part of education as drama, music, debating or other recognized functions of education which might be named.

The purpose of education from the first reading, writing and arithmetic to the liberal arts diploma is to prepare a student to enjoy life after his school days are over.

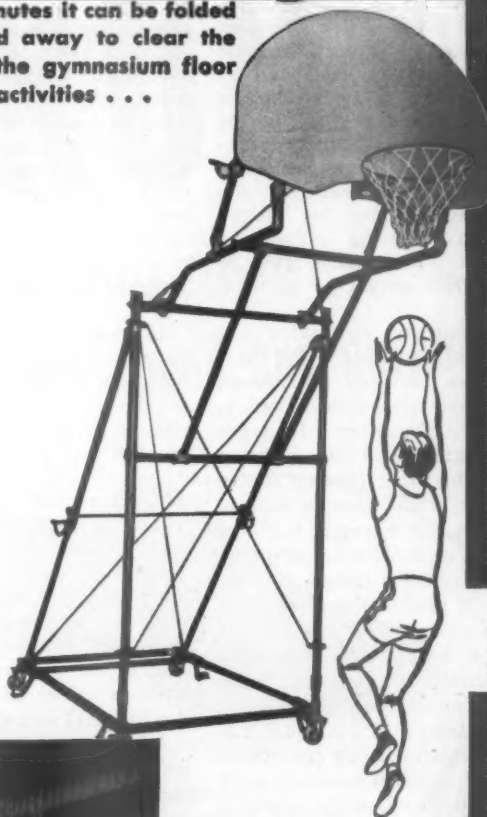
(Continued on page 63)

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Defensive Scouting

By HARRY FURMAN

Football Coach, Marion Institute, Marion, Alabama

This is the second part of the author's thesis on scouting. Part I entitled "Offensive Scouting" appeared in the September issue.

MUCH of what has been said concerning the offense may well apply to the defense. The scout should familiarize himself long before the season starts with the type of defenses that have been used by the opponents in the past. He should also be thoroughly acquainted with the standard types of defensive formations and be able to note deviations from them, either in individual alignment or in individual maneuvers.

The observer must be equally as thorough and accurate in noting the defense as the offense, since his team's offensive tactics will be based to a great extent on his scouting report. An offense is usually flexible enough to meet any type of defense. However, knowledge beforehand of the particular types of defense to be expected can greatly aid the coaching staff in determining the plays and strategy to be used.

In this area of the opponent's play, the main objective of the scout is to determine the weakness in their defense that might be taken advantage of by his team. These weaknesses may occur in either the formations or the ability of the individuals that comprise them, or both. It is up to the scout to discover these weak points and be able to suggest methods of using them to the greatest advantage.

In regard to individuals, the observer must try to determine which men are the least capable against a running or passing attack, which men can be blocked easiest, and where the poorest tacklers are located. He should also note where the other team makes the most ground. This fact alone will sometimes help to answer a few of the many questions that a scout report covers. The team's defensive personnel, which sometimes differs from their offensive personnel, is less likely to change each week than are the defensive formations.

As far as the formations are concerned, there are as many of them as there are offenses, and they often change rapidly during the game. It is up to the scout to keep abreast of these changes, noting when they occur and under what circumstances. He must also keep track of the individuals that assume the various positions of the

formation as the formations change. The standard formations are the 6-2-2-1, 7-2-2, 6-3-2, 7-1-2-1, and the 5-3-2-1, but the scout should realize that these make up but a small part of defensive football. More important than these standard placements of the men are the variations which occur in these placements from play to play. The line-backer moving in closer to the line or the shifting to the right or left by the safety men are the factors that are important to the scout. These variations, which seem almost non-existent to the untrained observer, are the factors upon which a successful offense can often be built. Plays may often be adjusted to take advantage of these variations.

The observer must also realize that besides the variations due to the shifting of the men one way or another, there are many standard deviations in the formations themselves. It is not enough to describe a defense as being 6-2-2-1, but the exact position of the men and their action must be known. A six-man line, for example, might be under shifted, over shifted, looping or slanting. All of these factors must be known and, if new to the scout, they should be diagrammed.

In order to evaluate an opponent's defense effectively, the assistant coach must have a thorough knowledge of his own team's ability. If his squad has either a particularly strong running or passing attack, it might be wise for the scout to determine how the opposing men in these areas can best be handled, and to note the success of the other team's plays at these points.

An example of a scout's observations and conclusions, concerning both the ability of his own team and that of the opponents, is shown here. In this game a scout from Tech is watching State, who is playing the University. The scout describes his observations as fol-

lows: In this game I noted that State had a powerful and almost air-tight line, which meant that Tech's power plays would probably not work too well against it. I looked around for some weakness and discovered that State's safety man played too deep and his halfbacks too wide to stop passes down the middle. When near the mid-field, these backs tended to shift wide from their assigned positions on first and second down; other times they were up close. The information gained here in an actual game, later helped Tech defeat their old rivals by "passes down the middle."

Defense Against a Running Attack

In attempting to determine the effectiveness of an opponent's defense against a run, a scout must note the alignments of the individuals and their relative ability. He should break the problem into parts, the action of the man in the line, and the action of those in the secondary and tertiary. As the other team's plays develop, he should get a general idea of the team's reaction to various offensive maneuvers. He then should attempt to evaluate the defensive individuals as they react to each play. On some plays he may be able to see only one or two linemen well; on others he may catch some of the backfield as well as the line.

Possibly the most difficult men to watch accurately are the guards and tackles, since they are massed close together. However, with practice, and the sparing use of field glasses, the observer can usually pick them out. As in the other phases, the scout should be guided in the type of information wanted on these tackles and guards by either a scout report blank or suggestions from the coach.

A few points that an assistant might well look for are: The general tackling ability of each man and his effectiveness in stopping plays coming into his area. Which side is stronger? Where are the weakest men located? How do the halfbacks react to end runs? Can the backers be fooled? Does the safety try to make tackles on the line of scrimmage? Do the ends drift, or charge in sharply? With these points in mind, a scout has a general idea of what he should look for. He wants to know the important things

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that the opponents do that may aid his team in winning.

Defense Against Passes

An observer must be aware of the three essentials in pass defense and check them throughout the game. These three are essentials: The rushing of the passers, the delaying of the receivers, and the guarding of the receivers. The scout must determine the team's efficiency in each of these departments, and their pass defense as a whole.

The observer can determine the opponent's effectiveness in rushing by noting the time that the other team's passer has to get his passes away. If he can get set and throw long passes without being too hurried the defensive team is poor at rushing or the offensive team is very good at blocking. This fact usually may be cleared up by watching the efforts of the defensive line to break through the blockers.

The scout can also determine whether the ends are being held up by watching them as a pass play develops. If a defensive lineman or linebacker attempts to cut the ends down at the line of scrimmage as they see a pass develop, it will tend to show the scout the opponent's efforts in this area. By watching the offensive ends it is possible to pick up the pass defense used down the field.

There are three main types of pass defenses. They are: Man to man, zone, and a combination of these two. If the halfbacks and safety man follow the ends or backs wherever they go down field, it may prove to be the man-to-man type of pass defense. On the other hand, if a defensive back remains in a certain area and seems to cover only the men that come near him, it may be a zone defense that they are using. The third type is a combination which may sometimes be picked up by watching the defensive backs switch men as the receivers cross paths down field. This action combined with the linebackers or safety watching only one area, might indicate that this third type of pass defense is being used.

While all three of these phases of pass defenses are important to the scout, guarding the receivers should occupy most of his attention. After he has identified the type of protection used by the opponents he should determine the relative ability of each man as he carries out his assignment and his reaction to various maneuvers by the offense. He should observe whether the halfbacks or linebackers shift over against flankers, spreads, or men in motion, and how the safety tries to compensate for the action of these men.

Moreover, the scout should notice

how wide the halfbacks are stationed, their distance from the ends, and whether the safety is too deep to cover passes well down the center. All of these factors and many others covered in the scout report blank must be watched by the alert scout in order to better evaluate the opponent's pass defense and to help him suggest the type of passes that should be used against it. The scout will be aided in determining the passes that might work against the opponents by noting the types used by the other teams that are gaining ground against them.

III. Defense Against Kicking Game

1. *Defense Against Punt Formation.* The defensive alignments used by the opponents against a punt formation will probably differ from those used against other formations. It is up to the scout to be alert to these new positions assumed by both the linemen and the backs, and he should be able to diagram them after the play or after the game. Since most teams use the same type of punt formation with a balanced line, the defense the opponents use against the team on the field is likely to be similar to the one used against the scout's team. The observer should jot down the number of each man under their alignment in order to get a clearer idea of how the opponents are lining up.

It is likely that in different parts of the field and on different downs, the opponent's defense against punt formation will vary, perhaps a number of times. On fourth down, for example, they might shift from 6-2-2-1 into a 6-3-2 or 7-1-2-1. As they do this, the observer can rearrange his first diagram rapidly, by means of arrows, thus jotting down the situation on the field.

There are two main methods used in defending against a punt. They are rushing the kicker and returning the punt. Both are effective and both are used to some extent by most teams in various situations. It is up to the scout to determine the relative emphasis placed by the opponents in both of these areas, and their effectiveness in each one. This information is valuable in determining whether blocking or kick covering should be stressed the most by the scout's team. If the opponent's main objective is to rush the kicker in order to destroy his effectiveness or to block the punt, it is likely that they will either mass players on the line of scrimmage or attempt to pull an offensive lineman in order that a linebacker or another lineman may rush through the line. It is important to note the type of stunts used and the men most effective in rushing, since it is likely that these same tricks and men will be used

against the scout's team.

On the other hand, if the opponents are more concerned with running the ball back after the kick, the number of men at the line of scrimmage is likely to be less, or only part of them will rush while the others fall back to block for the man returning the ball. The backs may either hand the ball off after catching it, crisscross, or fake handing it off. Stunts similar to these, or any combination or variation of them should be carefully noted by the scout, so that his team will be prepared to meet them.

In addition to these main questions the observer must be aware of the side of the field that the opponents favor in returning punts, the type of blocks used down the field, whether the halfbacks attempt to block the ends on the line of scrimmage, and if the safety man tends to be a fumbler. The answer to these questions will aid in providing the necessary information so that the coaching staff can adequately prepare for the opponents.

2. *Defense Against Place Kicks.* Usually a team's objective against a place kick is to rush the kicker, attempting either to hurry him and so diminish his effectiveness, or block the kick. This strategy is true against both a point after a touchdown and a field goal attempt. It is the scout's duty to note the number of men and their positions in both situations against this formation. He should also be alert for any tricks or stunts that may be used by the line, such as pulling an offensive lineman for a back to rush through. An observer should also note if the defense leaves themselves open to any other type of play, in attempting to rush the kicker.

3. *Kick-off.* The kick-off is a semi-defensive maneuver that may give a team a decided advantage if it is superior in this department. The effectiveness of the opponent's kicking will, to a large extent, determine the other team's defensive strategy. If they are strong kickers and cover well, it may be wise for the scout's team to kick or to choose the goal that is with the wind in order to offset the opponent's kick-off advantage. Among the more important points that a scout should notice as the opponents kick off are the spacing of their men, the position of the ball, the type of kick, and the method by which it is covered down the field.

Defensive Generalship

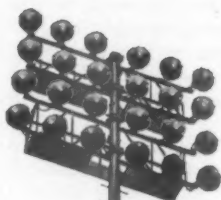
This phase of the opponent's game should be considered almost as important to the scout as their offensive strategy. It is in reality their offense

(Continued on page 42)

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Personnel For the High School T

By E. J. LALLEY

North High School, Binghamton, New York

THE most common misconception about the T formation is that it takes players of exceptional ability to make it function. The more logical conclusion is that average players can do as well with the T as they can with the single wing, the short punt, or any other formation. It is true that there is great emphasis on speed and ball-handling in the T, but these two factors will do much to determine the success or failure of other formations as well.

The high school coach should give certain, definite procedures to his squad to get the most out of the T. These are the principle points:

1. Quick release of linemen for downfield blocking.
2. Quick openers for long gains.
3. Great variety of passing possibilities.
4. Opportunities for the quarterback to get the most out of opponent's defensive weaknesses.
5. Speed may be utilized to the best advantage.

In attempting to achieve these points, the coach has a vital problem in the selection of players for various positions. His victories will come from the success he has in spotting the right players for the various line and back-field positions. Some suggestions for the abilities needed may serve as a good screening method.

Defense

1. **The End** — *Speed, agility, alertness, the ability to diagnose plays quickly, basketball experience.* The end needs more speed and agility than the other linemen. Against the T, he must meet fast backs going to the outside, and he must be prepared to stop the slanting plays that aim for the gap between end and tackle. The end who can crash effectively and float against the wide plays will do the best defensive job.

2. **The Tackle** — *Strength, ability, rangy build.* The tackle is the most likely lineman to be overpowered by offensive blockers, regardless of the type of attack he faces. He must, therefore, have strong arms to fight off blockers and leg power to hold his position after he has crossed the line of scrimmage. Against the T he must pinch toward the center on his charge. The players with a strong initial charge who can "hit and wait" to check the

direction of the play before committing himself, will cause the opposition the most trouble.

3. **The Guard** — *Ability to uncoil rapidly for fast charge, long reach, a ball hawk.* The guard is located at the heart of the T where the quarterback gets the ball to start his fakes and passes. If he can catch the quarterback with the ball, once or twice during a game, he can be a constant defensive threat and he may throw the timing of the attack out of gear. Even though they may be partially screened or blocked, players with a long reach are valuable because they may be able to stretch out a hand to trip runners breaking fast on the quick openers. The guard must not be outcharged, but neither should he penetrate so deep and so fast that backs can run by him or so that he may be trapped. The guard must be constantly alert to check the quarterback sneak.

4. **The Linebackers** (center, fullback and an additional lineman) — *Speed, ball-handling, the football sense to disregard fakes and pick the real course of the play.* The linebackers against the T have two primary duties: stopping the running attack and checking the buck passes. Speed and agility are essentials since they must cover a wide range of territory. They must slack off enough back of the defensive line to defend against the buck pass and this involves thorough defense of their own ground before moving out of it.

5. **Secondary Defenders** (halfbacks, quarterback, fullback) — *Good vision, speed, height and the faculty of anticipation.* The T, with its ends and backs doing downfield blocking, has made it doubly tough for deep defenders to know when a pass is coming. Therefore the greatest asset a defending back can have is *anticipation*, correctly diagnosing plays and getting into position to stop them. The pros have an expression: "You've got to be able to smell a pass." No longer does the

down, the distance to gain and the position on the field dictate a probable pass play coming up. T quarterbacks pass on any down and from almost any spot on the field.

The greatest running threat comes from the quick openers. The deep defenders may not be able to diagnose the running play until the back is almost upon them and moving at top speed. Covering territory is a defensive essential and the tackler must be poised and ready to move right or left and meet the runner.

In these situations there is no substitute for speed. The basic defensive tactics are necessary: working the ball-carrier to the side lines, getting an angle for the tackle, avoiding blockers, and, if out-manned, to slow up the runner until other backs can assist. The defender may have to follow the plan of giving up ground to avoid a touchdown.

Offense

1. **The End** — *Height, strength, speed and pass-catching ability.* The flankman must be able to go through for a downfield block, or charge at an angle to left or right, depending upon his assignment and the type of defensive line he faces. He has a tough block against the defensive tackle when the play goes over his position, and he has an assignment equally as rugged when he must clear out the linebacker. The downfield block against the deep halfback or the quarterback often spells the difference between an ordinary gain and a touchdown.

The end must have certain mental and physical weapons to successfully carry out these difficult assignments. They are the same ones that make a good blocker under any system. He must have pride in his ability to throw a block and clear the way for the ball-carrier; he must have a strong initial charge and the speed and agility to make and keep contact with his opponent; he must know and use the fakes of the backs which may be of tremendous help in enabling him to get an angle for his block.

High school coaches are giving linemen more and more freedom in taking the line spacing they want. There must be no pointing of body and feet, but the theory that the defense will be tipped off by the varied lateral positions of an end, guard or tackle, is giving the op-

E. J. LALLEY has been in Binghamton's athletic program since the school was started in 1937. He has coached junior varsity and freshman football since 1943 and has been faculty manager of athletics since 1937. He coached soccer, basketball and baseball at Cincinnati High School before going to Binghamton.

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position credit for being smarter than they really are.

The end is also a big part in the receiving half of the passing game. On all pass plays he must become a receiver or an adept faker to draw defensive men out of position and enable another eligible man to complete the pass.

High school ends enjoy being taught a large number of tricks with which to outwit an opponent. A coach's downfield patterns must have the standbys: straight down and cut to right or left, the buttonhook, stop and go. To these the coach may add a delayed pass, a wider use of fakes (moving at half and three-quarter speed, pivots, downfield screens) and as many original pass patterns as he thinks his ends can handle.

There are several factors that will effect the end's style of pass play. Some of these must be fixed habits as a result of practice sessions. The others must be determined as early as possible in each game. These factors are: 1. The distance his quarterback can pass. 2. The type of pass he throws. 3. The type of protection the passer is apt to receive. 4. The direction and intensity of the wind. 5. The speed of the pass defenders as compared with his own. 6. The condition of the ball (dry and light, or wet and soggy).

2. The Tackle — Arm and leg strength, speed, agility, fast charge. The tackle in the T offense has varied blocking assignments. He may have to drive a guard in or the opposing tackle out. If cross-blocking is used he may have to check the defensive end. Mixed with these is the occasional assignment to take the linebackers.

The tackle requires several factors to be an effective offensive player. The quick openers in the T will often go with no more than an effective screen for the ball-carrier. Therefore, the tackle must have a fast uncoil and he must be able to hold his ground when contact is made with his opponent. The tackle should master the shoulder block, the cross-body and the reverse-body block. He must be prepared to handle the slicing lineman, the submarining type and the defender who hits and waits.

As with other linemen, he should know the fakes of his backs and the probable effects they will have on defensive players. He should know the speed with which his backs will hit the hole. There is an element of co-ordinated timing here that will lift the tackle out of the run-of-the-mill class if he can attain it.

3. The Guard — A fast uncoil, straightaway speed, cat-like on his feet. The stocky type of guard can screen and brush-block effectively and it is these maneuvers that make the "quick-

ies" work. The success of his fast shoulder-block may mean the difference between the quarterback sneak going for distance or being stopped at the line of scrimmage.

What type of blocks work best for the guard? The shoulder block is the safest and usually the most effective. Getting an angle is important in putting the block on a vulnerable spot. The guard may have to "dip and hit" against an opponent who uses his hands effectively. While there are exceptions, the guard generally blocks a little higher in the T than he ordinarily would in the single-wing offense.

In providing pass protection, the guard may be assigned to pull and take the end against a five-man line. If the defense is a six-man alignment, the guards are kept in position to form the base of the protecting pocket for the passer.

4. The Center — Big hands, speed, agility, drive. The center must be able to do his part in the smooth exchange which gets the ball to the quarterback in correct position for proper handling. If the pass can be made with one hand, the center is given a slightly higher stance with better vision against a defensive lineman. The center must also master the long spiral pass used in punt formation and on the try for point.

If speed is not sacrificed, a big center can be a valuable asset. He can hide the movement of the ball in the backfield and give the backs a split second start on the defense.

His blocking may be against a man playing head-on (when a defense uses a five-man line), or he may face a gap against a six-man line. In signal practice, centers should work with a dummy head-on to perfect the initial steps in the charge, and the mastery of the fast start and the block after the snap.

Centers are also assigned to take the linebacker and to do this successfully a variety of tactics are necessary. He is hitting a man in the open who is in position to shift rapidly and use his hands effectively, and the block must be put on fast or it will fail. T coaches admit that the linebacker is the hardest man to get out of the way for the quick openers. The center should not fake or work for an angle. He should barge into this defender, giving everything he's got at the instant of contact.

The center will be most effective if he can keep the linebacker from moving laterally into the path of the play. A high, shoulder block will bother this defender and it will be made more effective if an occasional cross-body block is used.

5. The Quarterback — Ball-handling, passing, pivoting, footwork, ability to fake, knowledge of the T and the ability to select the right plays. Good,

fast, shifty backs might make the T go if the quarterback has only average ability, but the real test for the quarterback is when he has to operate an effective attack with backs of average ability. Here is where good fakes, the ability to take full advantage of defensive weaknesses and the smart selection of plays will increase the potentialities of the T.

The exchange from the center to the quarterback must be practiced constantly until it is perfected. Good ball-handling is essential and the quarterback should work continuously for improvement. The art of faking may be developed through the use of pivots, head and shoulder movements and hand motions. The player must have pride in his ability to master these items to the point where they will deceive the defense.

The T quarterback should be an accurate passer and he should give special attention to the buck pass just over the scrimmage line. If he can pass deep, he strengthens the offense that much more.

Pivots and hand-offs should be concentrated on from the first day of practice. The lateral, or pitch-out, on plays going to the outside, is another quarterback assignment which will be strong when the timing and accuracy are above average.

The T offers the field general exceptional opportunities to study and diagnose defensive alignments. Early in the game he must see who covers the man in motion; he must check the type of defense used against his passes; and he must find out from his team mates the strong and weak points of the defensive linemen.

6. The Halfback — Speed, passing ability, ball-handling, ability to fake.

The actual ground-gaining assignments in the T depend upon the halfbacks for success. A halfback will be either carrying the ball, or faking and blocking so that the other halfback may evade tacklers. Explosive speed is needed to make the quick openers work. Clever ball-handling, while moving at top speed, is an additional requirement.

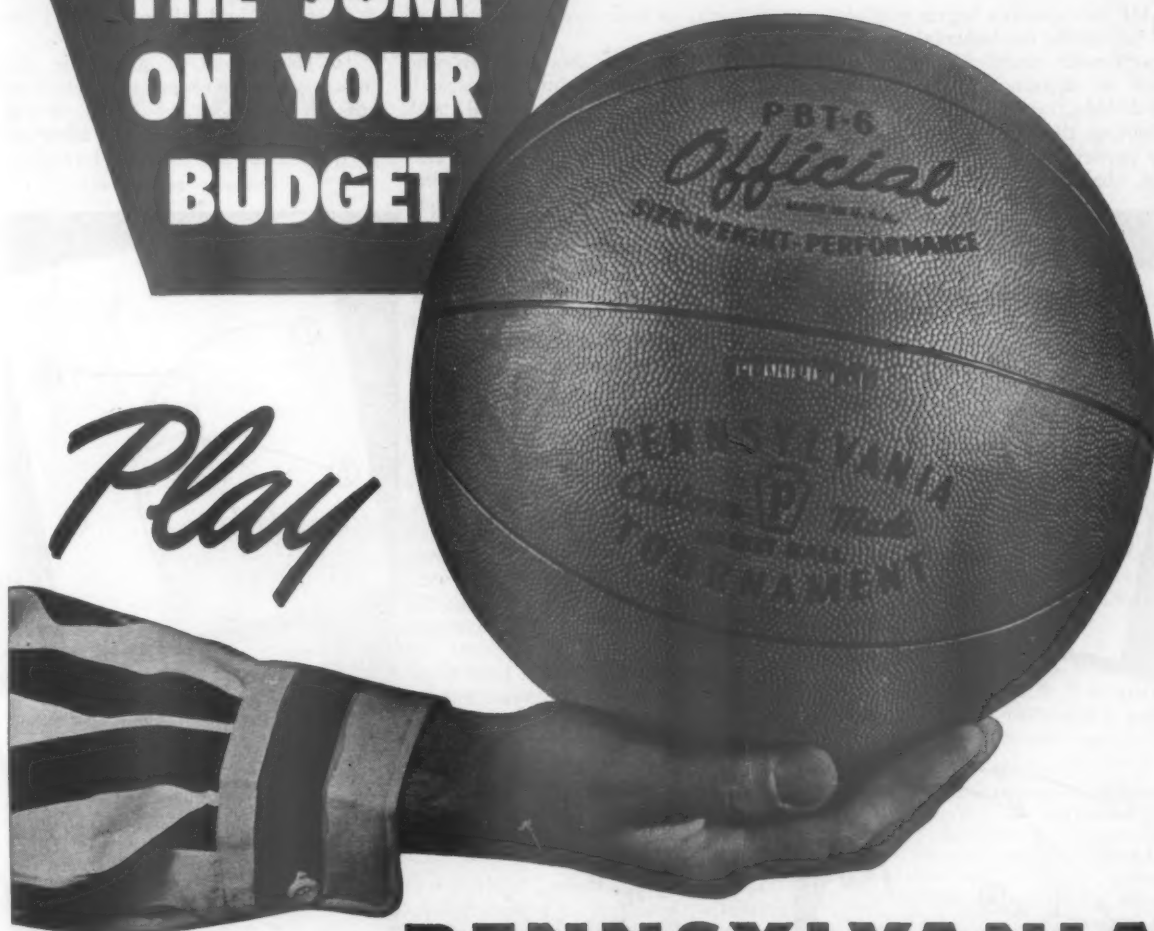
The fakes of the halfback—swaying with the hips and shoulders, plus head and arm movements to deceive the defense—are now an integral part of the T offense. A coach may be unable to increase a back's speed but he can teach him the fast start, the hip and shoulder sway and how to handle the ball correctly. The halfback who can pass and kick will add to the variation and deception of the attack.

7. The Fullback — Speed, power, ball-handling, good blocker, ability to fake. The fullback needs the speed to take pitch-outs from the quarterback

(Continued on page 44)

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Developing an Offense

By PAUL B. DAWSON

Basketball Coach, Fairmont, West Virginia, Senior High School

OUR first practice begins with mastering the fundamentals and paying particular attention to finger-tip control in shooting, faking and the short dribble.

Selecting the material comes next. I pay particular attention to a player's height, balance, scholastic aptitude,

philosophy of basketball, character and personality.

Drills in passing shooting, pivoting, and dribbling are used for short periods each day. Drills are formed with groups of two, three and five men. Guards work with forwards, the centers separate, then the two combine. Special attention is given to the centers in shooting with either hand, pivoting and faking to both sides and practicing jump shots.

The past year we used a combination defense with the shorter boys in the front and the tall boys in the back. The team personnel was made up of Mezenotte 6'3" at right forward, Calich 6'3" at left forward, Davis 6'5" at center, Welton 6' at left guard, Arbogast 5'10" at the other guard.

The early part of the season we use the slow break ninety percent of the time and specialize in ball-handling and screening. The records show that about seventy percent of our scores were made as a result of screens. In the latter part of the season we developed the fast break and at the end we had a wonderful combination of both which no doubt accounted for what success we had. The following are a list of plays set up by screens as used during this past season.

Diagram 1 is a simple screen with 2 faking a pass to 1 as they meet, passing to 4 and coming on in to the basket. 5 moved in as screen for 2.

In Diagram 2 player 2 again comes around with the ball on a short dribble, fakes to 1, gives it to 5 and cuts. 5 fakes back then follows 1 who sets up the screen on 5's man. 5 fakes and cuts behind; 4 moves over to help screen. We used the plays in Diagrams 3 and 4 with 1 starting the plays and going in to the basket on the opposite side.

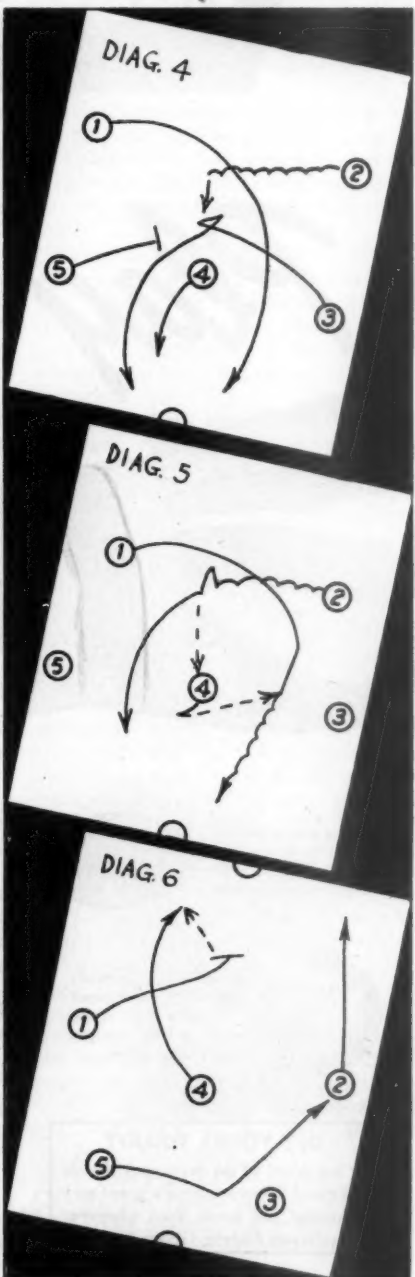
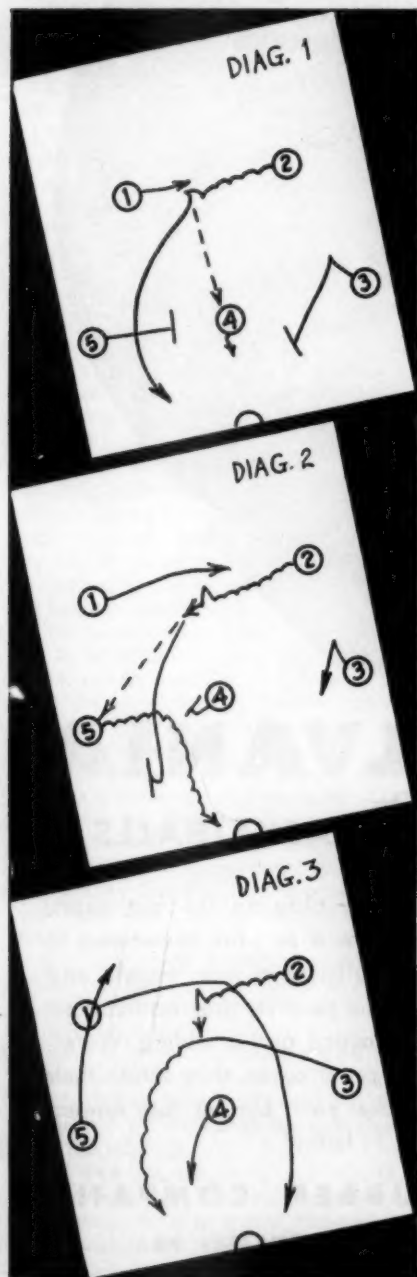
In Diagram 3, 2 starts the play as before, fakes to 1, gives to 3. 4 makes the screen, 3 comes in all the way with 4 using a sliding screen. 1 comes in and 3 may give to him if he wants to.

In Diagram 4, 2 starts the play and gives to 3 at the center. 1 drives in,

3 fakes to 1 and follows in for a shot after faking.

In Diagram 5, 2 starts the play, fakes to 1 at the center, passes to 4 and cuts for the basket. 1 delays. 4 fakes to 2 then gives to 1 on the other side as he cuts for the basket. 1 may stop

(Continued on page 44)



PAUL B. DAWSON has coached his basketball teams to three state championships in ten years, the latest being in 1949. He also coached the North All-Star team that defeated the South in two games earlier this year. Last season his team won 25 games, lost 1.

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 ..A PIVOT..
 ..A SUDDEN STOP..
 ..THE SHOT..
 ..TWO POINTS!**



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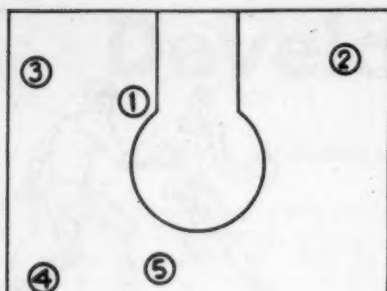
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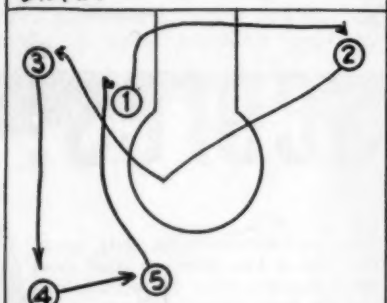
The Revolving Offense

By JAMES D. ANGELICH

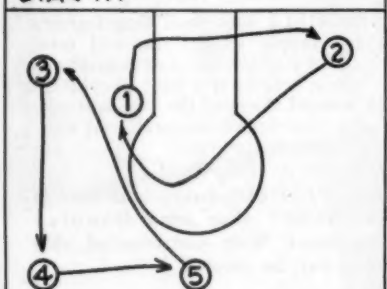
Basketball Coach, Sidney Lanier High School, Montgomery, Alabama



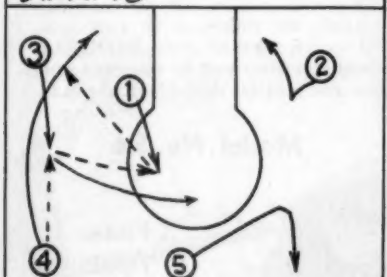
DIAG. 1



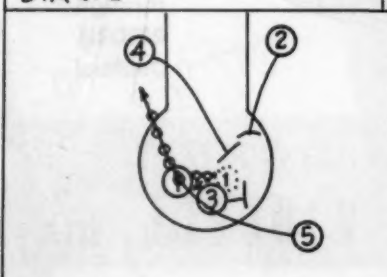
DIAG. 1A



DIAG. 1B



DIAG. 2



DIAG. 3

BASKETBALL requires a most exacting sense of timing and team work. For this reason any type of offense used must combine deceptive action and speed with versatility and simplicity of development or ease in setting up properly without the defense sensing the set-up. Although the revolving offense appears to be an entangled mass of players, it does combine the above qualities to a high degree. In addition, the players assume different positions if a play does not materialize. This type of offense is very deceptive for it tends to confuse the defensive men with close running and mass screens. The prime requisite is speed. Height is very helpful but not too necessary, for the resulting shot is usually a lay-up or a close-in shot.

The advantages of this type of play are (1) Ease of setting up. The players may take any position in the pattern and do not have to return to any one position before a new play or pattern is started. (2) Excellent rebounding strength. The offense stresses aggressiveness and excellent timing by all five men, and (3) It forces the defensive men into unfamiliar positions and assignments—a good method of breaking up a counter fast-break because it tends to place the key fast-break men along the end line, in the corners, or into rebounding situations not familiar to them.

The revolving offense is based mainly on the guard-around patterns to either side of the floor, using simple and complex running screens. Every man should be a scoring threat to keep the defense fairly tight or keep them from falling off too much.

Diagram 1 illustrates the set-up. The positions are interchangeable and the players do change in order to place smaller defensive men nearer the goal and to take the taller defensive men

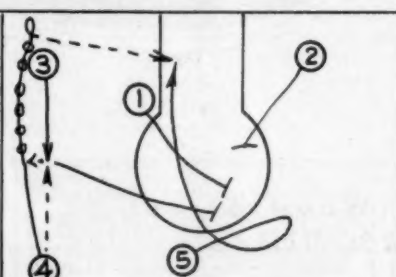
away from the basket. Each man must know the duties and be able to play from every position to produce an effective weave or continuity as shown in Diagram 1a and Diagram 1b. While the men are moving about in this weave, the ball is always kept along the side line or in the guard positions. Drills are devised by taking definite parts of the patterns and having every man take every position in the drill.

Diagram 2 illustrates the "old guard-around" play as a starter of a pattern. 04 and 05 maneuver so that the ball is in the possession of 04 and is near the side line. 04 then passes to 03 who comes up to meet the pass. 03 passes to 01 who has moved to the upper half of the free-throw circle. 04 follows his pass and tries to brush his defensive man off on 03. 01 tries to get the ball back to 04 who is cutting for the goal provided 04 is open.

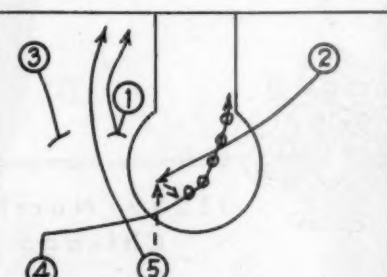
Diagram 3 illustrates further development of the pattern provided a scoring opportunity did not develop in Diagram 2. After 01 sees that 04 is not open he quickly dribbles towards the side of the other guard and passes a short hand-off to 05 who breaks around the mass screens placed on his defensive man by 03, 04 and 01. If 05 has maneuvered correctly he will lose his defensive men in the dense screen. He

(Continued on page 46)

JAMES D. ANGELICH graduated from the University of Alabama where he played football and basketball. He coached football, basketball and track at Sidney Lanier for three years, 1947-49. His basketball team was in the state tournament all three years reaching the quarterfinals in '47, the semifinals in '48 and winning the crown in '49.



DIAG. 4



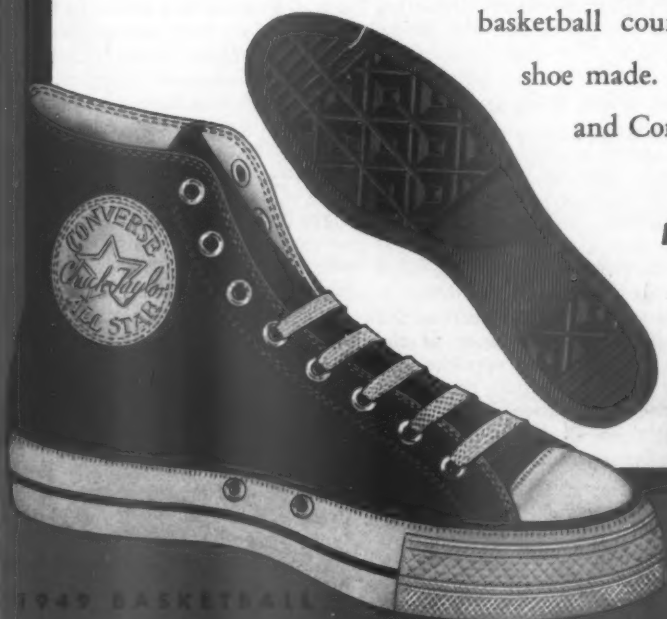
DIAG. 5

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A Football Program for Junior High School

By LEON E. BURGOYNE

Basketball Coach, St. Joseph, Michigan, High School

ST. Joseph (Michigan) Junior High School has developed a football program which is both unique and highly successful. Instituted in the fall of 1938, it expanded rapidly until today it is a very vital and popular part of the entire junior high program with eighty-five boys participating.

The program is different from most in that it teaches six-man, eight-man, and eleven-man football and is strictly intramural in character. It is unique in that it meets the needs of all the boys instead of a chosen few who show exceptional ability. Many schools devote themselves to the latter with an eye to future varsity use and to the detriment of the lads who have the desire but are too small, too slow, or lack proper coordination. At St. Joseph, all the boys are included in the football teams and each is given equal attention by the coaches no matter what his ability may be. Following this line of thought, these objectives originated with the conception of the current junior high football program:

1. To provide a guidance program for boys in grades seven through nine by means of supervised football.

2. To provide an opportunity for all boys in these grades to participate in physical contact work.

3. To develop skills and abilities.

Each boy has a thorough physical examination and either takes out insurance through the Michigan High School Athletic Association or hands in a Parent Approval slip signed by his parents. He is then fully equipped with shoes, pants, jersey, shoulder pads, hip pads, and headgear.

Boys Divided Into Three Groups

The boys are placed in three groups, depending mainly upon their weight. The lightweight teams list boys under 100 pounds, the middleweights get the 100 to 130 pounders, and all over 130 play with the heavyweights. In some cases, because of maturity or ability, a boy will play with a heavier weight group than his weight would ordinarily demand. A coach handles each squad; the smaller boys play six-man football, the middleweights use an eight-man system, and the heavyweights play the regular eleven-man football.

The first two weeks of practice consist entirely of basic training in funda-

mentals. Each session starts with ten minutes of calisthenics and then the group is split into the weight divisions to participate in drills designed to teach blocking, tackling, running, passing, punting, side-stepping, pivoting, recovering fumbles, and carrying the ball properly. Many of the boys exhibit early signs of reluctance to come in contact with the ground. To overcome this hesitancy the squads use a drill in which the players line up to charge down the field and hit the ground with a roll each time a whistle is blown. In this drill, a player is stationed several yards from the group engaged in the drill. In quick succession, the boys run at the player and throw themselves at his feet to roll under him as he jumps.

Contact Work With Dummies

Contact work in blocking and tackling is taught with the use of dummies until the boys show a degree of skill. As the players progress, the drills change to live tackling practice and actual contact in blocking. The boys line up facing the coach in this drill. A boy from one end of the line carries the ball and breaks out in front of the group. A player at the opposite end of the line attempts to make the tackle.

A blocking drill is used in which two players get down in defensive position and an offensive man tries to get through them. The coach of each weight division stands over his drill to criticize and correct the work of both the offensive and defensive players.

Light scrimmage begins the third week of practice. The teams are taught to shift into both the single wing and T formations, and simple plays are given to each team at a skull session. The boys use the plays but enthusias-

tically develop more complicated ones of their own.

The lightweights line up in single file for the shift. The quarterback calls "Signals" and counts. The shift is completed in three counts and the rest of his numbers indicate the moment the center is to snap the ball.

The middleweight teams, playing eight-man football, use a different formation. The center lines up over the ball and doesn't move on the shift. The rest of the team steps off on the quarterback's count and shifts into either a balanced or unbalanced line.

Enthusiasm is directed toward two big nights under the lights at the high school football field when the teams put on games for their parents and friends. The lightweights battle for a half, consisting of six-minute quarters, and then rest as the middleweights play a half. The two weights complete the second half of their game in the same order, and the heavyweights finish the evening of football with a straight game of eight minute quarters. Each boy plays an equal amount of time and this appeals to the parents as well as to the players. Avid support is shown by a large attendance both nights, and the crowd is treated to some brilliant displays of good football as well as to plenty of laughs.

Cost of Program Is Moderate

When it is considered that the program meets the needs of eighty-five boys, the cost is slight. In 1938, thirty-six boys took part in the first practice made available to junior high. They were equipped with a mixture of new uniforms and some good "hand-me-downs" from the high school. Worn-out equipment was discarded at the end of each season and a greater amount of new equipment added until now the school can completely equip each of the eighty-five boys. The heavyweight teams wear the regular leather football shoes and six-man football shoes are issued to the players of the other weights. The cost of the program has averaged just under four hundred dollars per year. With the equipment now complete and in excellent condition it is estimated that the cost will approximate two hundred dollars per year for the continuance of the program.

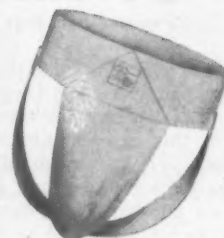
LEON E. BURGOYNE graduated from Western Michigan College and received his MA from the University of Michigan. During his senior year at Western he coached the Portage High School basketball team to a league title. Following graduation he coached at Caledonia High School where again his team won a league title. A year ago, his first at St. Joseph, his team won 20 out of 22 games and the conference, regional and state championships.



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Defense

(Continued from page 11)

Diagram 5 illustrates the charge of the linemen as used in Diagram 1. The style of play which the linemen should use, in this case, is the man-on-man method. The four middle linemen charge hard on one man and recover back on another. We want our right guard to hit the center so hard that if he is asleep he will knock him right in front of the quarterback. The left guard charges either the man on his left or the man on his right. In either case he recovers and ends up in the same spot. All linemen should charge very low with their elbows over their knees. The only way a lineman can use his hands at all is from a low position. The defensive man should carry his elbows down over his knees so that there is no blocking surface open. This defense is not good against a split T because the gaps are too big.

We make some variations in this defense. Diagram 6 illustrates a variation we use when the offense shifts to our right.

Diagrams 7, 8, 9 illustrate other variations of this same defensive formation. The same stunt is used over on the left side of the defensive line at times. The signal for the stunt shown in Diagram 7 is "Split Right." The one on the left is called "Split Left." If our defense wishes to use the stunt on both sides the signal they give is "Double Split." We used the above defense during the entire season against all T teams except the Split T teams.

We want our defensive men to stick to certain fundamental or basic principles on defense no matter what defense we use or what offensive formation we are encountering.

Defense Against the Single Wing

I shall go over a normal defense against a single wingback formation and attempt to show that the same principles apply in dealing with the single wing that apply against the T formation, the double wingback formation, or any other formation.

I realize that most coaches use an overshifted line or an undershifted line against the single wing, in which case the defensive linemen must be able to play a man-to-man style of play. I prefer to put my men in the seams between linemen and have them on one offensive man and recover back on another. I know that most coaches express horror and ridicule at the thought of putting men in the seams. Personally, I do not think that it is so bad.

I do not see a great deal of difference in a man being double-teamed by two men flanking him and one who is double-teamed by a man in front of him and a man on his right or being double-teamed by the man in front of him and a man to his left. I think that the double teamers have a better shot at a defensive man playing head on one of the blockers than they do when the defensive man is playing the gap. I feel that there is no particular weakness in this defense. There is no big gap in the line that has to be handled by linebackers. There are always men in position to recover and to converge on the ball-carrier once the play has gotten started. We used this defense at Cornell all during the season of 1939. We had other defenses, but our players did not have any confidence in them. They used this defense all the time, and it proved to be sound.

The Defense Signals

We call defensive signals just like everybody else does. Our signal for a slant or a loop to the strong side is "3." If we want to loop or slant to the weak side the signal will be "2." If we want to slant or loop our line to the left the signal is "5." If we want to loop or slant our line to the right the signal is "4." We use these four signals because at times we may want to loop according to our formation and at other times we may want to loop our line toward one or the other of the side lines.

In many cases we want to slant our line with relation to the opponents' formation rather than the position on the field, so we have two sets of signals. We decide in advance whether we will loop or slant.

All of our linemen use the same stance on defense. We think that a correct defensive stance is very important. It is important that the defensive men assume positions which will permit them to move fast in all directions. We want our linemen down on three points with a little weight on their fingers. They should not get too low. We do not want them to stand there with a bull neck either; we want our defensive men to be relaxed. A lineman's back should be horizontal, his head a little higher than his hips and just high enough so that he can see ahead and determine what is going on. In the discussion below I shall refer to Diagram 10.

Generally I prefer that my guard on the strong side have his outer foot back rather than his inner foot because I would like for him to be in position to move out to the left quickly and if he has his inside foot back, his first step

would be a long one with his right foot leaving his back foot in position so long that the man on his left would get a block on this leg. It is important that this guard be able to recover to the inside and push the man on his inside into any quick play up the middle. We consider that the strong-side guard is just as important a figure in stopping an off-tackle play as the tackle, in fact more so.

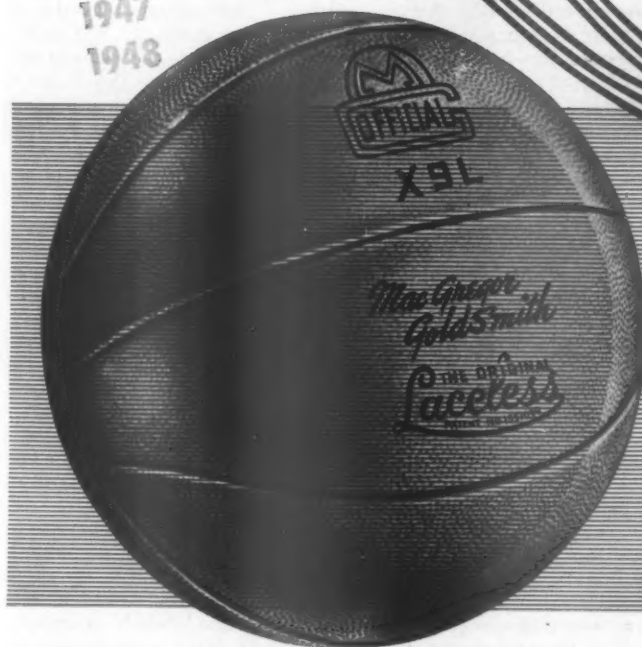
The left guard is playing in the seam and we prefer that he charge hard into the offensive man on his right and recover on the offensive man on his left. He may reverse this procedure at his own discretion. It is important that he diagnose the play on his initial charge. We try to convince each lineman and impress upon him that his defensive charge consists principally of two phases but there is no pause between them. There is no reason for a pause unless the defensive man is completely outclassed and knocked unconscious. We want our lineman to charge into the offensive man who is in a position to hit the quickest. After the defensive man has made his initial charge we want him to go for that ball wherever it is. We do not want our lineman to try and protect the other man's territory until he has protected his own; nor do we want him to give up no matter how often he is knocked down. After he has made his initial charge he should keep the blockers off with his hands as he moves along the line of scrimmage toward the play without giving ground.

All Stars Made Poor Line

The poorest line that I have ever coached in my opinion was made up of the greatest football players I have ever coached. It was the line selected by the popular vote for the All Star game. The boys were selected on the basis of their ability to knife through the line and make tackles in the opponent's backfield. The fans thought that those fellows were playing great football. I will venture to say that for every tackle that was made in the offensive team's backfield, they opened up holes in the line three or four times. I want my line to charge for position and then go for the play. We have other assignments, of course. Defensive linemen must recover quickly on a pass play for usually they are assigned the job of rushing the passer. In some instances they are given pass defense duties. If a lineman has the assignment of dropping back into pass defense territory he should forget about it if he breaks through the line into the opponents' backfield on his initial charge. Any time a rusher cannot get past the blockers to rush the passer we

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want him to drop back and help protect the zone behind him.

The tackle on the strong side should have his right foot forward. His first charge is on the offensive right end. As he steps with his right foot he drives the offensive end back into the neutral zone if possible. He should use one hand on the end and the other hand on the wingback a second later. The wingback and the end cannot get a good double-team block on him if he charges into the end in that manner. He should drive into the end and then recover on the wingback, if the play is to his outside, closing the outside gap. If it is an inside play he continues to drive the end back and inward, closing the inside hole. If the play develops into a pass he should rush the passer. He may not be able to rush quite as quickly as he would slice through the line but he isn't going to open up a hole for the opponents to go through for a touch-down either. On occasions when he knows it is going to be a pass he may knife through the line and rush the passer.

The other defensive linemen use the same principles that have been discussed for the left tackle and guard.

Duties of the End

We tell our end that it is not his job to turn everything to the inside. His job is to meet every play that comes to his side of the line, whether it is inside or outside of him. We tell our end that he has fulfilled his responsibility if he has done any one of five things; namely: (1) if he has tackled the runner without gain, (2) if he has stripped the runner of all interference, (3) if he has run the runner so deep that the linebackers and the halfback can get to him before he gets to the line of scrimmage, (4) if he has run him out of bounds, before he can gain, (5) or if he can close up the gap either between him and the side line or particularly between him and the defensive tackle before the runner gets through it.

Although the stance of a lineman is important, the stance of an end is of more importance. We want our end to stand facing in toward the line with his outside foot forward. From this position, we have him take three short steps. The original stance is not so important as his position and stance after he has completed his initial charge. The most common and serious fault of ends is that they charge or penetrate too deeply. If a right end charges one and one-half yards across the line of scrimmage, the end has opened up a hole in the defensive line. We do not want our end to get in that deep. We want him to maintain his position pretty much in relation to the adjacent de-

fensive tackle. That is the reason we want the tackle to get a little penetration into that neutral zone and not be driven straight back. If the end charges in correctly and the tackle is driven back a foot, another hole has been opened.

Defense Must Be Co-ordinated

The defense should be a co-ordinated proposition. If one man fails to do his assignment the other men's work turns into a disadvantage instead of an advantage. The end may get to his position in one of two ways. He may get to the position with a three-step charge or he may get there by taking two steps and a hop. In either case his rear knee should almost be on the ground and he should be very low. His right knee should be from four to six inches farther across the line than his inside foot. I do not want his inside foot farther across the line than his outside foot. At the same time I do not want him to end up facing directly inward toward the backfield. His elbow should be down over his left knee. He should have his chest right down on his knees. If the end sees the play developing to his inside he should drive off his outside foot hard. He should not drive into the offensive backfield too quickly. He must not over-run the play either. The end should maintain a position that is parallel or maybe just a shade ahead of the runner. He should stay abreast of the runner and drive hard off the outside foot, hard enough to close the gap toward his tackle. He should not penetrate any deeper than the offensive men's rumps. From this depth he can close the gap on any off-tackle play and is also in a good position to protect against an outside play. If the play goes wild, the right end will drive off his left foot and drive fast and hard across the field. He should not cross his legs unless he needs to. In some instances he has to cross over and run as fast as he can. He should not over-run the ball-carrier and have to turn back to make the tackle, neither should he go out too slowly and permit the runner to run around him. We want him to keep abreast of the runner using his hands the best way he can to keep on his feet and to keep blockers away from him as he drives across the field closing the gap between himself and the side line. He should knock down the interference if he can. An interferer on the ground is just more obstruction in the path of the ball-carrier. In any case, he should stay on his feet and fight his way to the ball-carrier. It is important that he never back up regardless of how many blockers come at him. The end should meet every running play on the line of scrim-

mage and bat down every forward pass that is thrown anywhere from his side of the center on out to the side line and back to a considerable depth.

The play of the linebackers is not simple. In order for them to accomplish their purpose there are certain things they must do. In the first place, the linebacker's stance is important. His stance should be one in which his feet are wide, his weight relatively low but not too low. We want him to be able to see over the line, ready to go quickly in any direction, ready to go backward at an angle fast, ready to go forward quickly, and ready to go wide quickly. Throughout play he must maintain that position. We want our linebacker to stop the ball-carrier on the line of scrimmage. We do not want him to go through the line and tackle the runner behind the line. As long as the line and linebackers attempt to tackle the runner on the line of scrimmage, they converge on him. When they attempt to get him back of the line, the line and linebackers tend to scatter and they create openings through which the ball-carrier can run. We want our linebacker to tackle the runner before he gets through the line of scrimmage. A man cannot dodge while going through the line because of the obstruction all around him. We tell our linebacker that it is all right to go through the line to tackle the runner at the point of attack but at no other place.

Linebackers should not have to move quickly. If a linebacker commits himself too quickly he will be wrong more often than if he waits until he is sure of the play. But while he is waiting for the play to develop we want him to move about a little and to think a little bit too. We do not want those blockers who come through the line to find him standing still so that they can take off four or five yards from him and be sure of cutting him down. We give our linebackers a lot of practice in warding off blockers with their forearms, hands and elbows.

Diagram 11 illustrates the method which should be used by the two linebackers and the weak-side end in defending against a wide play.

When a play develops into a wide run to the strong side, the defensive fullback should start with the play and move parallel to the line of scrimmage being careful not to over-run the play. The defensive center should move toward the strong side also but he should give ground as he moves over. We want the fullback to go straight at the runner. We do not want him to go outside of the runner in order to cut him in nor inside in order to drive him out. His responsibility is to tackle the runner. The cardinal sin of a defensive

center is to over-run the play so that he has to turn back to make the tackle.

We do not want our defensive right end to chase a wide play to the other side of the line. If the play goes away from his he should get across the line of scrimmage his normal depth then cut over center and back into the secondary to help on a cut back, as illustrated in Diagram 11. This movement should not be made so fast that he has not defended against a delayed reverse back over his territory. The football staff at the University of Tennessee tells us over a period of ten years their end has kept their opponents from making 41 touchdowns.

In case of a pass, the center should defend against passes thrown in the center zone and the fullback should defend against passes thrown into the strong-side flat territory, unless we have given them something special. I do not believe that there is such a thing as a straight zone or straight man-to-man defense. I believe that the men have to play the men that come into their zones and then switch men, as men cross, etc. The zones will move as the ball moves across the field.

NEW BOOKS

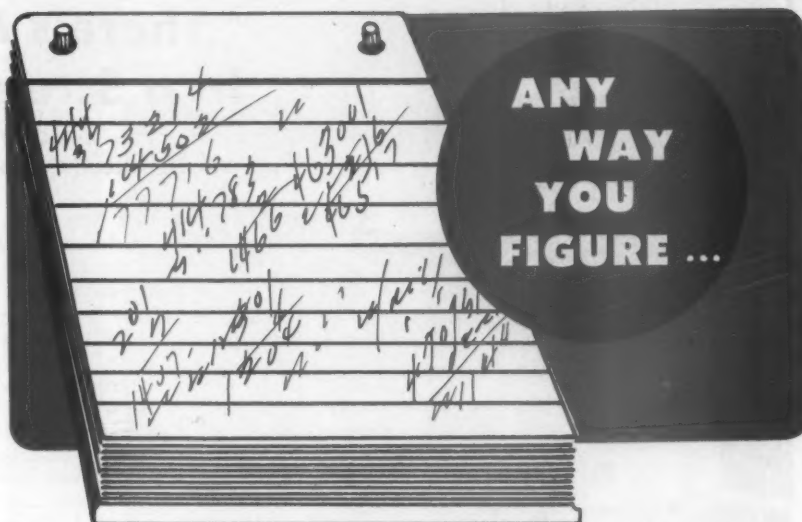
Manual for Athletes, by Edward F. Voltmer and Carl D. Voltmer. Published by the C. V. Mosby Company, St. Louis. Two hundred fifteen pages. Illustrated \$3.00.

Many coaches have probably often wished that they could obtain a book which covered the fundamental skills of all the popular sports. If so, this is the book. Football, basketball, baseball, track, swimming, golf, handball, tennis and other sports are included.

For example, in the chapter on football, the following topics are discussed: History of Football, Offensive Fundamentals (Blocking, Passing, Ball-Handling, Kicking, Timing), Defensive Fundamentals (Tackling, Use of Hands, Punting, Blocking Kicks, Pass Defense, Recovering Fumbles), Offensive Formations, Defensive Team Play, and others. In similar fashion, eleven sports are considered.

The Intramural Handbook, by Carl D. Voltmer and Vernon W. Lapp. Published by the C. V. Mosby Company, St. Louis. One hundred seventy-six pages. Illustrated \$3.00.

The purpose of this book is to provide the intramural director with a handy reference when he is making schedules and planning new intramural events and to provide the professional student in physical education with a basic workbook in this field.



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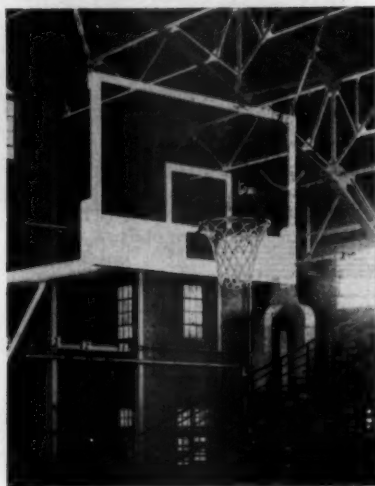
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There's More Fun In a Screen Offense

By **VINCENT R. CRONIN**
Basketball Coach, Boston University

ALL coaches know that they must adapt their offense to the material at hand. However, in the last few years I have become convinced that the offense with rolling screens is the answer to any type of material. Though it may raise cries of "heresy," it is not a new offense and fundamentally it is sound. It is common knowledge that that type of offense was first used and originated by early professional basketball teams. Of course this system has improved and many high school and college teams that have adopted its use have had great success. Boys of high school age "eat it up." It is an offense that involves all players at all times. It requires no monotonously strong diet of a pattern of plays. It is pleasing to boys because it is "showy" and yet good, sound basketball. It does require well-conditioned players who are fortified with ordinary intelligence and a willingness to learn. It also requires boys who are fairly well drilled in good footwork, pivots, reverses, feints and quick changes of direction. Individuality must be eliminated or sacrificed to a point where the players are adjusted to a team play that will free a man for that all important goal.

I believe there is nothing on a basketball floor that is more eye-catching or stimulating to a spectator than a clever screen which makes possible a score. The value of this offense is that it makes mediocre players become students of the game to the point where they are continually looking for flaws in a defensive man's guarding position. Good study habits, say the educators, make learning possible. With learning comes development based on sound habits. I believe that this is what makes good basketball players.

The starting point of this offense is the advancing figure-eight. At the high school level this stage is the easiest. The boys have little difficulty in absorbing the primary steps and from there on in the timing of the screening movements is developed. I might digress a moment by saying that for many reasons we have been using the fast break coupled with a slow, patterned offense. This style has won games and will continue to win games in the future. In the meantime, we have been slowly introducing a three-out and two-in offense (aged, but sound) with its consequent screening movements that have us completely sold

on the idea that this is "it." That this is "it" is based on the principle that win, lose or draw, one can have a lot of satisfaction and fun when playing a game of basketball. This offense keeps the boys at *peak* interest.

It has been said by experts that basketball today has changed from a game between two teams each having two forwards, two guards and a center, into a game involving five forwards and five guards. There are no longer specific requirements for guards, forwards and centers as each boy should be both an offensive and a defensive threat. When a team has the ball, all its men should be potential scorers. Basically, the men line up in a three-out and two-in formation. The important thing for the front-court men to remember is timing. These corner men should assume a position two or three feet in from their respective side lines. From these positions the men, taking advantage of individual initiative, timing, offensive knowledge and defensive weaknesses, should resort to cuts, reverses in direction, changes in pace and screens in order to either free other men or obtain scoring opportunities themselves. Both men should be working in the same pattern *keeping their defensive men busy at all times*. From these movements even inexperienced boys who know their fundamentals and are wide awake will soon learn to use initiative, make their own plays and break free of their defensive men.

In attempting to get free the front-court men should not only act in conjunction with one another but should time their action and cuts so they will be co-ordinated with the play of the three back-court men. The offensive men should pass close to each other in order to cause the defensive men to block or delay one another. At any time these men may change direction or stop in order to serve as a pivot man and receive a pass. As another alternative they may, from their positions at their respective side lines, time a cut obliquely into the free-throw circle and down the key lane in an effort to

VINCENT R. CRONIN graduated from Boston College. He coached at Somerville High School in Massachusetts from 1943-49 and his team won the state tournament there last season. In August he was named basketball coach at Boston University.

secure a pass-and-cut shot. One man should cut first and the second man should follow immediately. If they do not receive a pass on these cuts they should go towards their respective side lines and return to their original positions.

To repeat, the pattern is a five-man advancing figure-eight, with variations. Reverses in direction, pivots, "give and goes" and screens for shots should be executed whenever possible. The figure-eight should start slow with each man following his pass with a drive down the middle of the key almost to the offensive basket. Plays should not be forced with this pattern because blocks and screens are being set up at all times. When cutting, the player should be on the alert for a return pass. For a target the cutting player should use the raised arm.

The center key should be kept open. After going down the middle, assuming there is no return pass, the cutter should drift off to the side on which he directed his pass. Passes with this offense should be short and on the outside.

It has been truly said that the fundamentals of ball-handling and shooting are the basis of any attack. In fact, fundamentals are the heart of any system of athletics. In offering this brief treatise I assume that fundamentals are well-grounded.

In an offense of this type, every boy takes part in the various formations and disregards his opponent entirely after his team mate has secured possession of the ball. In this system no particular player stays back to guard the basket should loss of the ball occur. All five players are playing the ball on the theory that a "good offense is the best defense."



This dramatic picture was taken in the finals of the New England Basketball tournament. With the score tied, Nunziato was fouled as the game ended. Immediately following this picture, Nunziato made the shot and Somerville beat New Britain 37-36.

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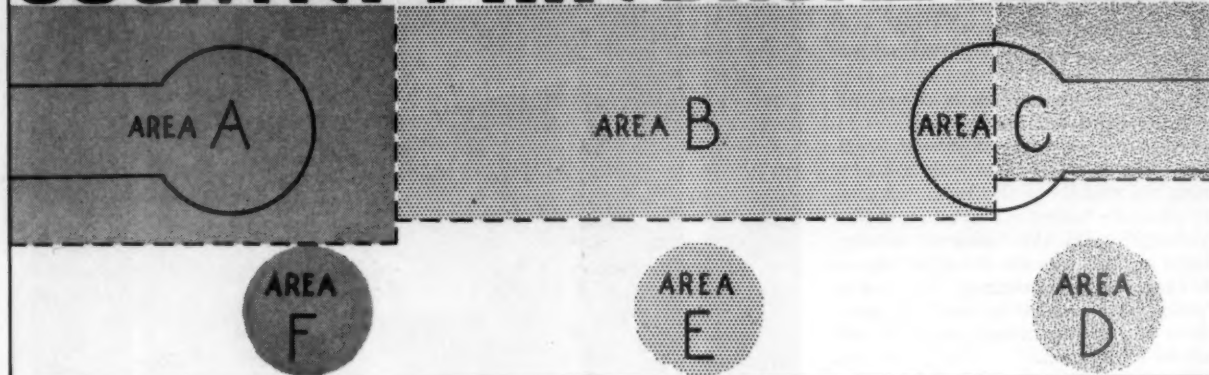
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By **CHARLES W. BROOKS**

Assistant Coach, Roodhouse, Illinois, High School

MANY coaches in small high schools find that they are the only coach and still are given full-time teaching chores. There are two alternatives for the coach: 1. He must cut his squad to the first team or 2. he must encourage all boys to take part and then must work out a system where he can watch and teach all at the same time.

I have used the "Country Fair" system in coaching. This system will be familiar to many veterans and the name will explain itself, when one remembers how one moves from exhibit to exhibit at a fair. It takes only a few extra practice basketballs and baskets and a local welder can make some baskets quite reasonably. Second basketballs may be purchased from many sporting goods companies thus cutting down the expense.

To facilitate practice, a diagram and time schedule should be drawn up and placed in the gym where the boys can check before practice and see what is to be done. We schedule official practice to start fifteen minutes after the

last class and during this fifteen-minute period any boy that is dressed and on the floor may do anything he wants in the way of basketball.

One of the schedules I have used is drawn up to make the full use of twenty-four boys. Any type of activity and any number may be used. The boys are divided into eight groups of three each. I try to keep the first four groups evenly balanced and the last four evenly balanced. This may be divided again if one of the top four is pitted against one of the last four.

The basketball court is divided into sections and labeled (See above).

In area A groups one and two are engaged in three-man basketball. We allow only set-up shots and if the defense intercepts a pass or gets the rebound they become the offense and take the ball out of bounds and put it into play. The offensive phases stressed are natural screens breaking toward the basket, change of direction, etc. The defensive phases stressed are, the shifting man-to-man defense, anticipating screens, shifting of men, and keeping in a good guarding position.

Groups three and four are started in area B with a passing drill of three or four balls. The boys are placed according to the room available (Diagram 2). The object is to "cover up" the center man. The passes must be good and nobody is permitted to hold the ball to

deliberately hit the center with two balls at once. This helps to teach split vision. Each outside man passes to the center in the other line who then passes alternately to the man on his flank. If a flank man fumbles or the center makes a bad pass, the center must continue to pass to only one flank man until the other regains position.

Group five spends their time in area C shooting at the basket. We use 16-inch rims. We had these made by taking spring steel and blocking the outside with hooks (Illustration 1). The rings snap in place and any rough edges can be taped.

In area E group six shoots free throws using another 16-inch rim.

Group seven rebounds. To avoid delay we cover the basket with an old fruit basket lid reinforced with blocks (Illustration 2). This helps in timing rebounds.

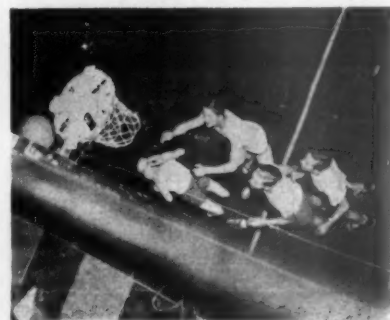
The last of the eight groups shoot tip-in shots in area F. The boys either tip in a shot or, if they are off balance, dribble to the side and pass to another player who shoots.

After about nine minutes we rotate, each group moving up one number.

Illustration 1



Illustration 2



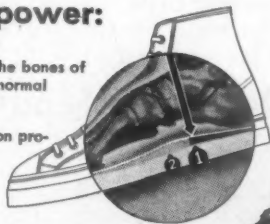
CHARLES W. BROOKS graduated from Western State College at Macomb, Illinois. He coached at Brighton, Iowa and Ohio, Illinois before going to Roodhouse. His basketball teams have won 85, lost 32 and tied 2.

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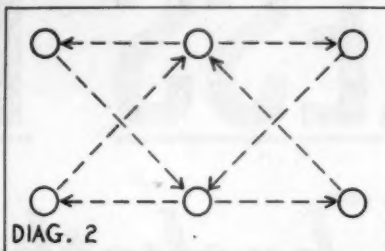
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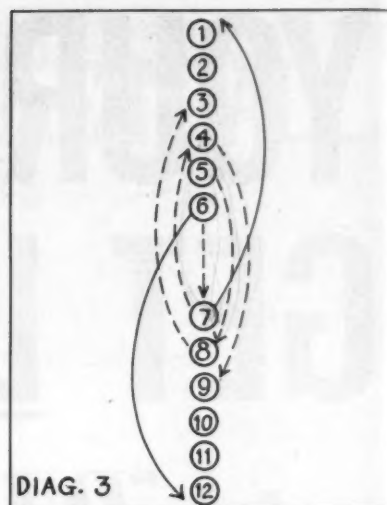
Eight takes the place of 1, 1 of 2, 2 of 3, etc.

This takes a total of eighty minutes which leaves forty left in a two-hour practice session. We usually let the last ten or twelve men scrimmage at this time for ten minutes. The last thirty minutes are spent on the weaknesses of the first twelve, such as offensive and defensive work and an eight-minute quarter.



DIAG. 2

To make sure we stay in condition after the two-hour period, we finish with a drill that varies in length according to how the boys work. We line the boys up in the formation shown in Diagram 3. The first six face the second six. Two balls are used and the boys are made to touch the ends of the gym and run through the center circle. Players 5 and 6 are given balls. Six



DIAG. 3

passes to 7, 5 to 8, 7 to 4, 8 to 3, 4 to 9, etc. The boys are kept running at all times. This helps in passing and pass catching. No dribbling or traveling is permitted.

The long practice session is not used every night. Usually the night before a game I work with the varsity for an hour stressing shooting and free throws, then I spend another hour with the rest of the boys.

Defensive Scouting

(Continued from page 22)

in reverse. They are still making use of the tactical situation, and the knowledge they have of the team they are playing. Defensive formations, like offensive formations, have both their strong and their weak points and the defensive quarterback is attempting to use that arrangement which will give his team the greatest advantage.

The average modern team usually employs a number of standard defenses and variations in the course of a game. It should be the scout's job to determine the type of defenses used, where on the field they are used, and their relative effectiveness. He should determine whether they leave themselves open to certain types of play that might be used successfully against them. He should be aware of the defensive quarterback's ability in calling these defenses and whether he tends in most cases to use good judgment. The offensive strategy chart can be of aid in helping to determine these qualities.

Utilization of Defensive Information

Many of the same procedures followed in utilizing the offensive information of the opponent may also be used with regard to the information

on the opponent's defense. Now, however, the scout is interested in helping polish his own team's offense in order to take advantage of the opponent's defenses.


The freshman, in this case, will learn the defensive alignments and maneuvers usually employed by the opponents, and will learn to use these against the varsity offense. Again this work may be carried on either during regular or dummy scrimmage and may be divided so that while one team is running against the opponent's defenses, a skeleton team of backs and ends can be using pass patterns against freshmen defenders. Thus, the scout's team can sharpen their attack, polishing old plays and adding new ones that may be used effectively against this type of defense. At the same time the varsity can become acquainted with the general maneuvers to be expected from the opponents and practice taking advantage of any weakness in their personnel or formations.

Summary

The opponent's defense should be considered just as important, in most cases, as their offense. It must be

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studied in order that the scout can aid in his team's preparation.

The scout must be thoroughly familiar with the standard defensive formations and must be able to note when they are used, the ability of the men that comprise them, and any variations that occur in them. With this material as a background, he can better appraise the components of a team's defense, which consists of defenses against runs, passes, and kicks, plus defensive generalship.

The strong and the weak points of each of these phases must be determined by the scout in order that his team can use its offense to its greatest advantage. In considering the defense against runs, the scout should note where the other team makes its largest gains. This factor might be an indication of weak points in the opponent's line.

In regard to pass defense, the scout can usually determine the methods being used by watching how the other team's receivers are covered during a pass play.

The defenses used against the kicking game should be of special importance to the observer as they are more than likely to be the same defenses that will be used against his team, as most teams use a standard type of punt formation.

Defensive generalship is offensive strategy in reverse. However, the defending quarterback is now attempting to meet the offensive strength with strength. The ability with which the defensive team accomplishes this feat should be of interest to the scout.

Defensive information may be utilized in the same manner as the offensive information; viz. by having varsity practice its offensive plays against the favorite defenses of the opponents which are demonstrated by the freshman team. In this manner the staff can polish up old plays or add new ones to take advantage of any weakness.

The High School T

(Continued from page 26)

and run to the outside. He must have the driving power to go through the middle. His footwork and fakes will make for greater deception and help the halfbacks to break into the clear. He may be assigned the tough block on the end when another back is running to the outside, or he may have a down-field block as the lead man on several plays. Spotting the best backfield blocker in the fullback position will give the T greater effectiveness on outside plays.

Developing An Offense

(Continued from page 28)

in back of 4 if desired. These plays are used in series with much flexibility. From this set-up it may be seen that in order to use the fast break it is necessary that all men be able to break from the front. We use a cutting break quite often with the opposite forward coming into the center and the guard on the same side usually being the third man down.

Diagram 6 is an outline of the fast break. The pass goes from 3 to 2. 1 comes in to the center. 4 is the third man down. The middle man stops if he is obstructed at the free-throw line. The first man down on the side stops at the basket and usually the third man drives in for a shot. If we do not have the play set we back-pass and use the delayed offense.

We do not use the fire department fast break but move at about three-quarters speed and always aim to have control and balance. We start the plays on either side or the center, often using the tip-out to a forward in the corner in which case the center takes the position of the forward, the opposite forward comes in to the middle, and the guard comes down the side.



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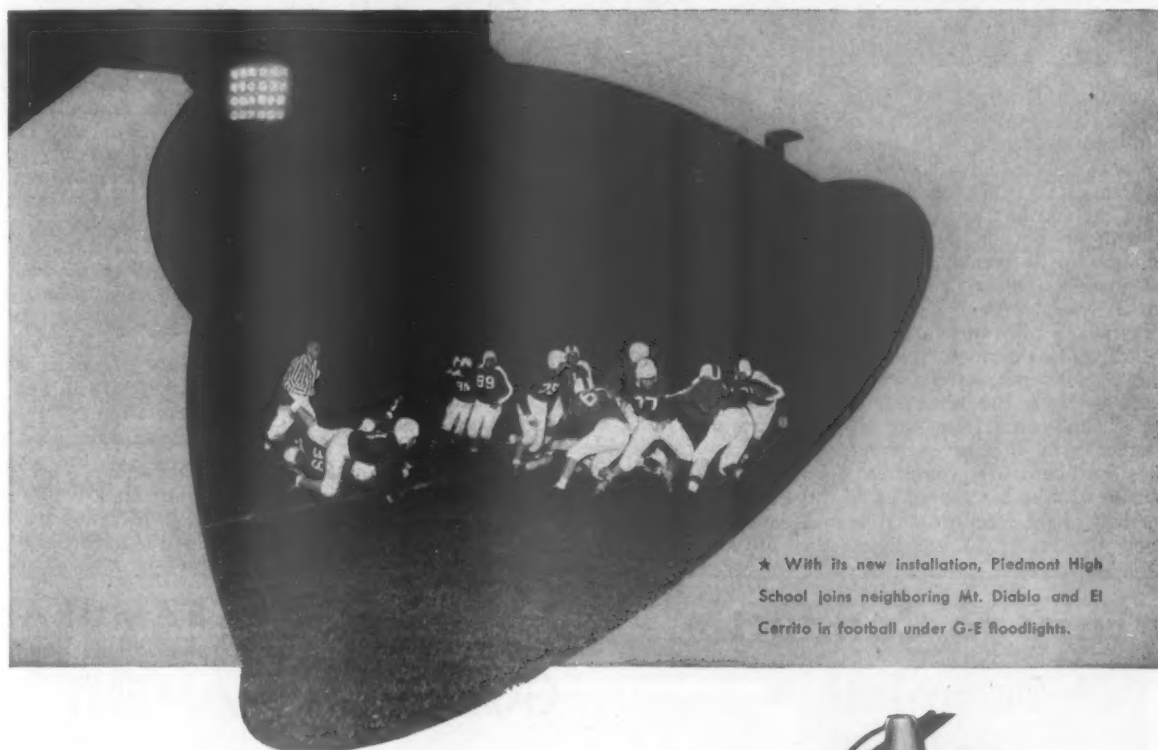
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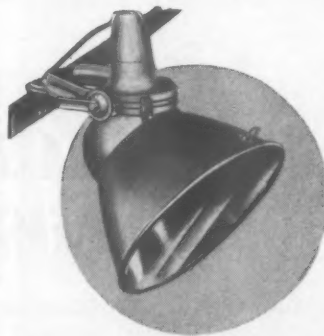
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Against the zone defense we use fast passing and the unbalanced and balanced triangle. We found that by moving the ball fast with good faking and cutting, the plays used in the above series worked just about as well against the zone.

The Revolving Offense

(Continued from page 30)

should time his break so as to be cutting as soon as 01 has finished his dribble.

Diagram 4 illustrates an option to the pattern as started in Diagram 2. 03, instead of passing to 01 hands off to 04 who dribbles for a lay-up shot if he is free. If 04 is not free, he dribbles toward the end line and corner, stops, and with an outside pivot, makes a short pass to 05 breaking around the same mass-screen as shown in Diagram 3.

Diagram 5 illustrates another pattern which was termed "swing," for if the play did not materialize it was quickly swung to the other side of the court. This swing from one side to the other with different men cutting, makes for defensive confusion. 05 passes to 02 who has moved up to the outer half of the free-throw circle and beyond the center of the lane. 05

breaks inside of 04's defensive man and continues to the end line. 04 breaks off 05's tail and gets a short pass from 02 and dribbles in for the lay-up. 01 and 03 move up for a combination mass screen with 05 on the defensive man of 04.

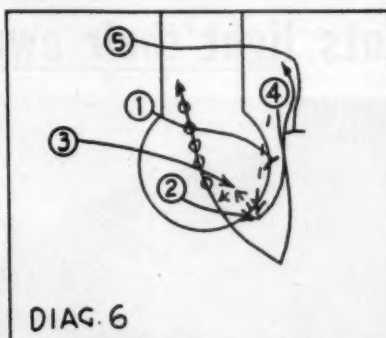
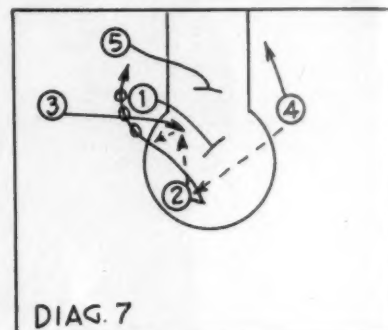


Diagram 6 illustrates the swing to the other side of the floor provided no scoring opportunity materialized as shown in Diagram 5. 04, finding himself covered, dribbles just outside the free-throw lane and makes a quick return pass to 02 who has moved over directly to the side of the top of the circle. 02 passes to 03 who breaks to the outer half of the free-throw circle and beyond the center of the lane. 02 breaks inside of 04's defensive man and

continues to the end line. 04 breaks off 02's tail, receives a short pass from 03 and dribbles in for a lay-up or close-in shot. 01 and 05 move up for a combination mass screen with the running screen of 02 on the defensive man of 04. This swing must take place quickly, especially if the defense has fallen off to cover the drive of the first swing. Many times 03 will get a good close-in shot anywhere from the free-throw line and closer.

Diagram 7 shows an option of the pattern outlined in Diagram 5 when a switch of defensive men has taken place



or a quick thrust from the weak side is desired. 04, when he sees 02's defensive man switch to him, dribbles slightly outside the free-throw lane and

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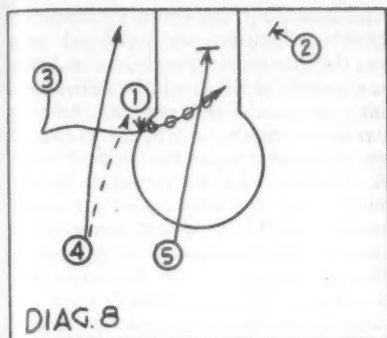
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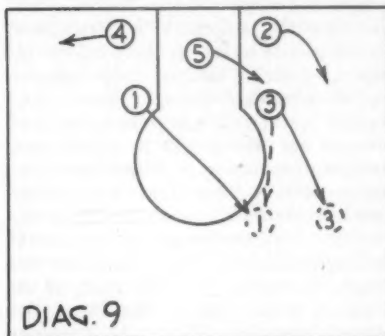
THE ATHLETIC JOURNAL



makes a quick return pass to 02. 02 quickly passes to 03 who is breaking sharply towards the free-throw lane (if 03 can make the drive, he does so). 02 follows his pass down the weak side, receives a return pass from 03 and dribbles in for a lay-up or close-in shot. 01 and 05 move into the free-throw lane for screens. 04, after making the return pass to 02, jockeys for rebound position.

Diagram 8 illustrates the set-up using the middle forward man as a post man. This variation is used everytime the back men can safely pass to the middle man. Either 04 or 05 hit 01 with a quick pass using the bounce-pass in most cases. 04 and 05 drive to their respective sides of 01 taking their defensive men with them and also

freezing the defensive men of 01 and 03. 03 breaks sharply behind 04 and takes a close-in shot over the back of 05. Note the strong rebound positions. Occasionally 05 gets away from his defensive man for a clean break toward the basket, in which case 01 will pass to him. This usually happens after having driven to opposite side of the post

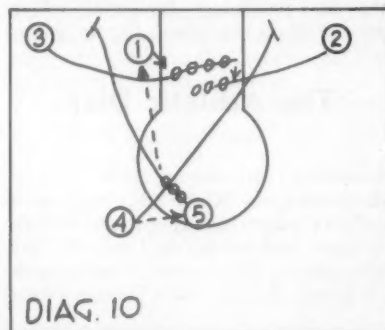


man several times as shown in Diagram 5.

Diagram 9 illustrates the quick development into a pattern set-up again with the players assuming new roles from the play as outlined in Diagram 8, provided that play does not develop. 03, seeing that he cannot get a good shot, dribbles to the outside of the free-throw lane and passes back to 01. 03 then takes his place next to the side

line as indicated. 02, 04 and 05 also quickly take their new stations and the set-up is again aligned properly for whatever situation is called.

Diagram 10 illustrates the use of the middle man as a post man in closer to the basket. This is used whenever a weak defensive man is guarding in that position. This play or variation was termed the "spin." The play usually starts with 04 breaking close and behind 05's defensive man after making a pass to 05. 05 dribbles just enough to enable him to get off a pass to 01. Both guards then break around the post and screen for the forward men. 03 breaks off the tail of 05 and gets a short pass from 01. If 03 is not open for a shot, he continues his dribble and hands off to 02 cutting close by. Either of the two forward men should



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get a reasonably good close-in shot. O1 may, at his discretion, choose to fake to the forwards and take a pivot shot or take a pivot shot before any of the offensive men cut by—these shots are likely when O1's defensive man is weak. This play is good for a defense along the base line and permits a shot over their heads close by.

The above diagrams illustrate a version of the revolving offense with a few of its patterns and variations. It is also apparent that the attack features an unbalanced floor and a clearing of one side of the court to give the driver more room to operate without the worry of having any defensive men on that side. It also shows quick drives to the weak side after a break has not materialized to the strong side. This type of offense stresses good ball-handling and percentage basketball which are the main essentials of the game.

The Athletic Diet

(Continued from page 6)

consuming process in itself; 3) its waste products when converted to a fuel may prove irritating to the kidney in high concentrations, and 4) the human being appears to do better with a balanced diet in which protein forms

10-15 percent of the total calories required, carbohydrates 60-70 percent and fats 20-30 percent.

Mention of the caloric requirement brings up the second basic principle of diet in athletics: The foods eaten must maintain growth and repair and supply the energy expended in muscular activity. There can be no doubt that considerable energy is expended in sports like football, basketball, hockey, crew, etc. It is wise to set the daily caloric intake at around 4500 or more calories and then watch the weight chart. During the first ten days of practice it is not unusual for the weight to take a reasonable drop as a part of the conditioning process. After that the athlete should remain fairly constant from day to day. Any downward trend should be studied carefully to determine the cause. It may be too little food, or illness, or some factor disturbing the player's peace of mind. A good trainer is in an excellent position to ferret out the cause.

The third principle is that food should be taken at regular periods and these periods should be so planned that they permit first, enough time to eat leisurely, and second, some rest before and after strenuous activity. This precaution is a distinct aid to digestion in that it permits the blood to concentrate

on metabolism rather than divide its attention between the intestinal area and the exercising muscles. Breakfast, lunch and dinner should be eaten each day. A snack later in the evening should be eaten: 1) if the player is losing weight when too little food is the cause; 2) if he is unable to eat the evening meal after exercising strenuously and 3) in special cases based upon medical grounds. In any case, the snack should not be large nor should it be taken too late at night.

Another point to remember is that nervous tension tends to inhibit the free flow of the digestive juices. Since there is a tendency on the part of many players to tense up on the day of a contest it is a good practice to make the pre-game meal small and have the players eat at least two and one-half to three hours before the starting time. If the emotional pitch is very high, as before a big game, the player is better off with plain broth or tea and dry toast for the pre-game meal. If these precautions are not followed, much undigested food remains in the stomach and feels like a lead weight.

The question is often asked, "What foods should a player in training for an athletic team eat?" Bearing in mind the above general principles, it is safe for the athlete to eat any food



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that agrees with him. When a food agrees with a person, it passes into the stomach and is digested without any disturbance to him. It is not an uncommon experience for a person to ingest some foods which create an uncomfortable fullness in the upper abdomen some time after eating. Milk does this to a number of people and they should not imbibe too freely of it, especially at the meal before practice and never before a game. Milk is not a good pre-game food for anyone because of its tendency to form gas. If a food can be tasted hours after eating, it is an indication that it is not being digested with ease. Foods that cause a burning in the pit of the stomach, or heartburn or eructation into the throat with a burning sensation are not good foods to eat in face of strenuous exercise. Lamb, beef and poultry are more easily digested than pork because the latter as a rule contains more fat and fats tend to retard digestion in the stomach. This does not mean that pork must be omitted from the diet, but it should be taken early in the week when tension, which also delays digestion, is at a minimum. If a player is used to coffee there is no reason for denying him his morning cup.

Within recent years salt has come to play an important role in the ath-

letic diet—especially in hot weather. Considerable salt is lost from the body by perspiration on hot days and this loss tends to create an irritability in the muscles of the intestines (causing abdominal cramps) and to some extent in the muscles of the legs. By replacing the salt this tendency can be forestalled and, strangely enough, perspiration reduced. The most convenient method of handling this salt intake is by means of salt tablets. The best type are the enteric-coated tablets which pass through the stomach into the intestine before being dissolved. This is important because plain salt tablets have a tendency to irritate the stomach and even cause vomiting. One tablet should be taken ten to fifteen minutes before the game or practice and one should be taken at the half. Bouillon or broth may be substituted for the tablet between halves. The thought sometimes arises that salt increases the thirst. The enteric-coated tablet does not have this tendency but there is no harm in the athlete taking a mouthful of water to moisten the mouth during a game. The danger comes when larger quantities are taken.

Finally, the diet should contain generous helpings of salads and leafy vegetables like lettuce and celery for their vitamin content and roughage. Rough-

age increases the peristalsis or muscular waves that move food along the intestinal tract, thus minimizing constipation.

These are the basic principles which an athlete should follow in selecting his diet. They are constituted in the rules for healthful living. Oranges and special sugars taken during time-outs are unnecessary except for their psychological effect, however, it sometimes pays to humor this a little.

Teaching Pass Defense

(Continued from page 16)

scrimmage and is attempting to run with the ball.

(22) When a coach assigns a man to cover the deep man-in-motion he should make sure that he has another man taking care of the far-side end who will often be coming across.

(23) The man-in-motion should be covered at least two different ways. The opposition will be studying this.

(24) The scouts should notice if the passer is accurate at hitting the man-in-motion in the area parallel to the line and back of the line of scrimmage, out there in that sunken flat area.

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(25) When the pass has been intercepted, the teams should form an offensive blocking arrangement very quickly. It is wise to have the second nearest man to the interception block the would-be pass-receiver. Many tackles are made by intended pass-receivers.

(26) On the short button-hook pass the pass defender should try to tie up the arms of the receiver as he will often try to lateral the ball. If unable to do this the pass defender should at least pump him hard in the middle with a sound tackle. If he is stepping backwards as he makes his catch he will then be apt to fumble the button-hook catch.

(27) As soon as anyone on defense sees that a pass play is on he should yell "pass."

(28) If a team must give up a completed pass to the opponents, it should make sure that it is a short pass. They may bring first downs, but the long ones bring touchdowns.

(29) The defensive back must keep his eyes focused upon the receiver's mid-section as he approaches. This nullifies the effectiveness of fakes.

(30) On any anticipated passing down the tackles or linebackers should jam the offensive end. This will greatly nullify the possibility of a long pass being completed.

(31) Responsibility must be fixed in the event of a possible lateral pass. If the lateral outlet would seem to be aimed for an outside man, the halfback would be the logical man to take care of the lateral outlet possibility.

(32) The man-in-motion must be studied to see if he dips considerably back of the line of scrimmage. If he does dip, he must be covered much closer in the flat area because he is a much better target for the quarterback to hit on a quick pass in the flat area near the line of scrimmage. The man-in-motion who does not dip is difficult for the average quarterback to hit in this area.

(33) Against the T formation the defensive backs must not only watch the strong-side end but also the weak-side tackle. If he is moving downfield, as is the case on almost all running plays from the T formation, the defensive back may rest assured that the possibility for a forward pass is no

longer present, as the rules prohibit it. This is an extremely valuable clue with so many teams sending the strong-side end downfield on both running and passing plays.

(34) If two men come into one defensive man's zone, the defender is responsible for the deep man of the two.

(35) Signals by word of mouth are necessary to notify one's team mate that a potential receiver is leaving one's area and going into the team mate's. The player should yell "take him" or "man across."

(36) A coach should beware of the screen pass. This tantalizing maneuver may best be checked by following point number nineteen in this coaching list.

(37) A coach should not change his basic defense against passes often. He should have the players merely work harder on the assignment that they now have. The players must realize that most of the weaknesses come from their lack of aggressiveness and alertness. They must not adopt the belief that changed coaching strategy will make their defense pass-proof. The three deep men should never change. The changes should come in the use of linebackers or ends.

(38) Against the "Bear style" T, the defensive ends should be dropped back when the quarterback fades from the line of scrimmage to pass if in a six-, seven-, or eight-man line.

(39) The defensive end should be dropped two or three yards from the line of scrimmage when the offensive end on his side loosens considerably. The same should be done when a wide flanker appears.

(40) The linebackers should be taught to be alert for the pass-the moment the offensive linemen drop back to form typical pass protection.

(41) A good drill for teaching defensive backs to cover ground against the forward pass is to draw a circle 20 yards in diameter and place an X in the circle. The back should try to get to any ball thrown in that circle.

(42) We like this drill for teaching defensive backs to react rapidly. The coach stations himself in front of a row of defensive backs and calls "Back, right, left, forward," etc. The backs try to respond quickly using good footwork.

Kick-off Techniques

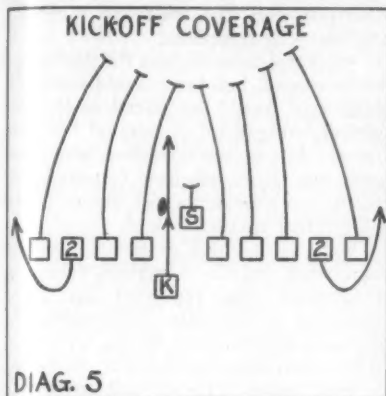
(Continued from page 9)

with these options but only after adequate practice. A veteran squad can exercise the options much more easily than boys with limited experience. With sufficient practice, however, a green group can master this flexible

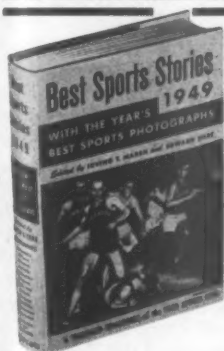
approach to returning the ball on the kick-offs.

It is imperative that a team develop good coverage technique. This coverage should insure protection against side-line sweeps, drives up the middle

and include keeping a fine tackler in sound defensive position in case of a break through the first or second wave of coverers. As the initial wave goes down rapidly but under control, to prevent easy side-swipes, they should fan with the ball. The number 2 men in Diagram 5 who are generally half-



backs, cover the deep flanks, while the kicker becomes similar to the line-backer in a normal secondary. The holder acts as a safety man with this defense becoming much like a 7-1-2-1 protection against any return. Considerable time should be spent practicing coverage, fanning with the ball and covering the flanks and rear.



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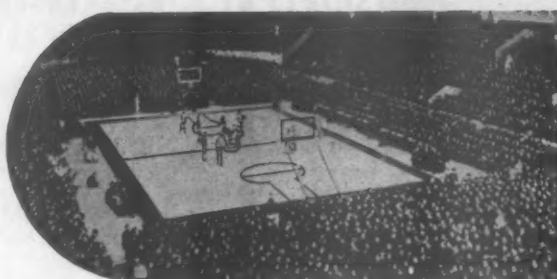
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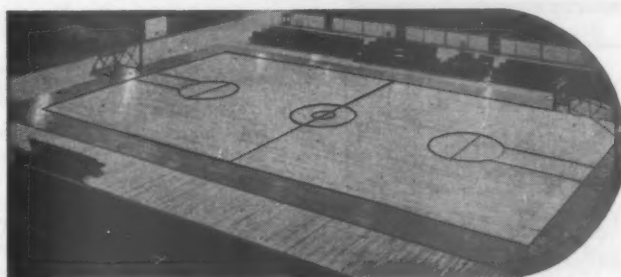
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Football Coach, Cocoa, Florida, High School

NEARLY every coach has had that letdown feeling of playing three or four ball games away from home and has wished that his schedule would not bunch-up his team's home games and away games altogether. What most coaches would prefer is the ideal schedule of a game away and a game at home.

I recall when, in the Northwestern Conference in Illinois (eight teams), all the coaches, principals, and even the superintendents had tried unsuccessfully to plan a perfect schedule. I, myself, was positive that there must be some book on schedules, but I have not found one as yet. In our school our best results were to get a perfect schedule for about six teams and the other two teams had two games away together and two games at home together.

The following year I moved into the Little "C" Conference in Michigan (eight teams) and at the conference meeting to set-up the basketball schedule the same situation came up. After working three days I stumbled upon this formula by pure chance.

The teams should be designated as 1, 2, 3, 4, 5, 6, 7, and 8 in consecutive order in a horizontal line. In another line immediately below each team number in reverse consecutive order, such as: 8, 7, 6, 5, 4, 3, 2, and 1. Then in each succeeding line, move the numbers ahead one notch until one has made a complete revolution of all the numbers under each team number. In the first round of play each team will have an open date. This occurs where the same number as the team number appears below in the same column. This system works for any number of teams desired. With an even number of teams, two teams will have an open date at the same time every other date of play; whereas with an odd number of teams, there will be only one team with an open date every date of play.

To establish the home teams, start with the first column (or team 1's schedule) and underline every other number, designating that number or team as the home team. (Important: do not underline the open dates as a home game or away game, disregard it and drop a notch below it). In the next column of the team schedule, determine from the game in the first column whether it is a home or away game, then work up and down completing the schedule. The same should be done with each column or team

schedule until the entire schedule for the teams is completed.

After the dates of days the games are to be played has been established, the first date should be placed at the beginning or end of the second line, the second date by the third line, and so on until the entire schedule is completed. Each line represents the games to be played that particular date.

Vertical columns designate the first numbered team's complete schedule. Horizontal lines represent the teams that play on that date. The teams underlined are the home teams. Of course if the open dates are filled by non-conference teams it means that there will be two games either at home or away in a row.

For basketball and baseball (where a two-game series on the basis of home and home is desired) the same schedule is maintained by starting all over and dropping the first team played below the last team or open date. It will still work out one home game and one away game all the way through. Home games in the first round become away games in the second round. Away games in the first round become home games in the second round.

The following illustration is for an eight-team conference. The dates for basketball are tentative in an attempt to allow for vacations and examinations. Non-conference games may be played at the first of the schedule, allowing ample dates to replay non-conference games during the first round of play. In this manner teams not desirous of playing non-conference games will have a lull of about a week and a half between the end of the first round of play and the beginning of the second round of play.

1	2	3	4	5	6	7	8	
8	7	6	5	4	3	2	1	Nov. 29 Tu
7	6	5	4	3	2	1		Dec. 2 F
6	5	4	3	2	1		8	Dec. 6 Tu
5	4	3	2	1		8	7	Dec. 9 F
4	3	2	1		8	7	6	Dec. 12 Tu
3	2	1		8	7	6	5	Dec. 16 F
2	1		8	7	6	5	4	Dec. 19 Tu
1		8	7	6	5	4	3	Jan. 6 F
8	7	6	5	4	3	2	1	Jan. 10 Tu
7	6	5	4	3	2	1		Jan. 13 F
6	5	4	3	2	1		8	Jan. 17 Tu
5	4	3	2	1		8	7	Jan. 20 F
4	3	2	1		8	7	6	Jan. 27 F
3	2	1		8	7	6	5	Jan. 31 Tu
2	1		8	7	6	5	4	Feb. 3 F
1		8	7	6	5	4	3	Feb. 7 Tu
	8	7	6	5	4	3	2	Feb. 10 F

The next step is substituting the names of the teams for the numbers. Let us say the Bears will be number 1, the Cards number 2, the Rams number 3, the Packers number 4, the Lions number 5, the Steelers number 6, the

Giants 7, and the Eagles number 8. The complete schedule of the Bears and the Giants would be as follows:

BEARS	DATES	GIANTS
Eagles (home)	Nov. 29 Tu	Cards (there)
Giants (there)	Dec. 2 F	Bears (home)
Steelers (home)	Dec. 6 Tu	Eagles (there)
Lions (there)	Dec. 9 F	OPEN
Packers (home)	Dec. 13 Tu	Steelers (home)
Rams (there)	Dec. 16 F	Lions (there)
Cards (home)	Jan. 6 F	Packers (home)
OPEN	Jan. 10 Tu	Rams (there)
Eagles (there)	Jan. 13 F	Cards (home)
Giants (home)	Jan. 17 Tu	Bears (there)
Steelers (there)	Jan. 20 F	Eagles (home)
Lions (home)	Jan. 27 F	OPEN
Packers (there)	Jan. 31 Tu	Steelers (there)
Rams (home)	Feb. 3 F	Lions (home)
Cards (there)	Feb. 7 Tu	Packers (there)
OPEN	Feb. 10 F	Rams (home)

Conference Tourney
District Tourney

This type of schedule works out very nicely for football and is especially adaptable to basketball and baseball where a home and home basis is desired. Of course, the dates in the example may be set ahead or back.

In scheduling baseball games, Tuesday and Thursday are ideal days and this leaves Wednesday and Friday open to play games postponed due to uncertain climatic conditions.

DUKE GREENICH played varsity football, basketball and baseball at the University of Mississippi. He played with the Chicago Bears in 1944 until a knee injury forced him to retire. He coached at Woodstock, Illinois; Jonesville, Michigan and at Howe Military School before going to Cocos. An article by Mr. Greenwich entitled "Simplified Signals" appeared in the September issue.

Ball-handling in the Double Post Attack






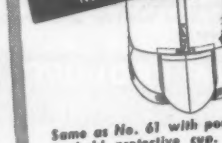
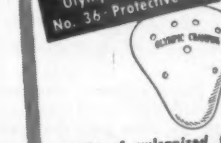


(Continued from page 13)

right hand should be made as follows: The player should draw the ball back along his right side, waist high, with his right hand underneath and behind his left hand balancing the ball from in front and above. To insure proper protection he should hold the ball as close to his body as possible, bend his knees, drop his hips slightly, and step in the direction of the pass with his left foot. The ball obtains most of its force from a straightening of the arms and a slight wrist and finger snap. As the ball is released the player's arm should follow through with the palm of the hand facing directly upward.

A variation of this pass and one of the most clever in basketball is the crossbody one-hand underhand pass. It is used frequently by a post man in returning the ball to a team mate who is cutting by for the basket. The ball, if held in the right hand, is passed across to the player's left, either over or under his left forearm and hand. It

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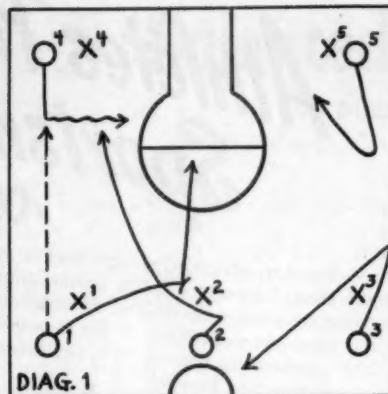


Diagram 1. O1 throws a left-handed, one-handed pass over the shoulder, or a left-handed, one handed, underhanded pass to post man, O4, and then goes across to screen X2. O2 fakes to his right, then cuts fast behind O1 and on around O4. O1 cuts fast to the basket down the center. O4, with either the left or right hand, uses an underhand cross-body pass to either O1 or O2. O5 has the choice of coming out momentarily and going in for a rebound or going across the free-throw lane to receive a bounce pass from O4. O3 fakes down the side line, then comes back deep for defense or kick-out man.

usually follows a feint to some other team mate and is very deceptive.

The bounce pass is executed just like the push or chest pass except the ball is bounced to the receiver. Bounce passes, however, may be made with one or two hands. If only one hand is used, it should be performed as the one-hand, over-the-shoulder pass with a bounce to the receiver. The bounce is so valuable in certain situations that every well-coached team should be adept and

Diagram 3. O2 bounce-passes, one-hand over the shoulder push-passes, or one-hand underhand passes to O5, then goes the opposite way to screen X1. O1 fakes down the side line as far as possible and then cuts fast behind O2 and on around O5 to the basket. O2 cuts fast to the basket on the left side of the free-throw lane. O4 goes across behind O5 two or three feet. O5 may bounce-pass to O4. O5 or O4 feeds to O1 if the defense is a tight man-for-man or to O2 if the defense switches. O3 fakes and steps out deep for defense.

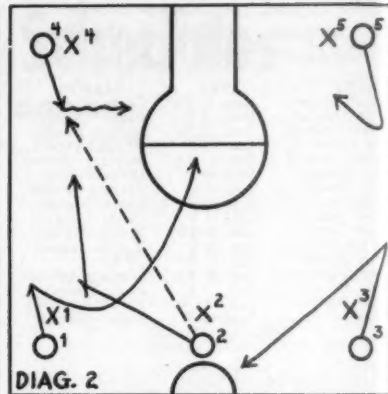
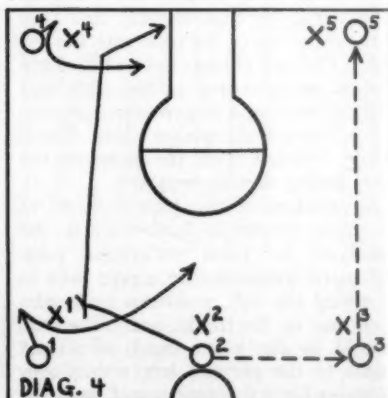


Diagram 2. O2 bounce-passes or one-hand push passes to post man O4, then goes across to screen X1. O1 fakes down the side line as far as possible, then cuts fast behind O2 and down the center of the free-throw lane. O2 then cuts fast to the basket on the outside of O4. O5 comes out slightly and then follows in for rebound. O4 may feed either O1 or O2 with bounce passes, underhand passes, or pivot and shoot. O3 fakes, and then comes back deep for defense. O1 should be open if the defense is a close man-for-man type. O2 should be free if the defense switches.

clever in its use. It serves best when an opposing player is in position to intercept a direct pass to a team mate. There are other situations when it may be used advantageously but it is important to note that, in any case, the pass is most effective when used as a comparatively short pass. Some coaches teach their players to put "English" or spin on the ball. Observation of teams coached to put spin on their bounce passes does not seem to show any improved ball-handling by this method.

Diagram 4. O2 push-passes to O3 and goes the opposite way to screen X1. O3 has the choice of: passing a left-hand over-the-shoulder push pass to O1 cutting down the free-throw lane; or, passing to O5, using a bounce pass or a right-hand push pass. O2 continues in to screen defensive post man X4. If the pass goes to O5, he may pass either to O1 or O4, while O3 remains out for defense. O2 watches inside at all times because he will be open during a switching man-for-man defense.



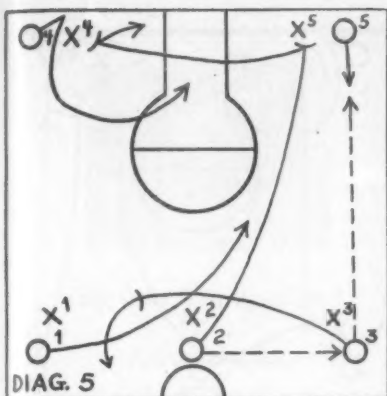
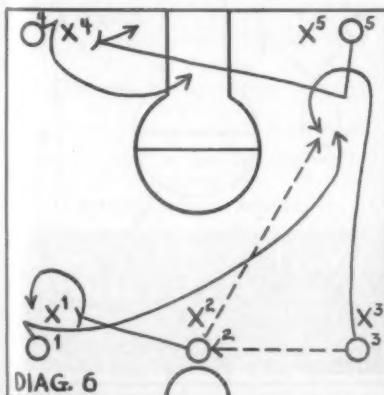


Diagram 5. O2 push-passes to O3 and goes in to screen X5 slowly. He then goes over very quickly to screen X4. O3 passes to O5, using a bounce pass or a one-handed push pass. O3, after passing, goes over to screen X1. O1 cuts behind O3 and on around O5. O3 remains out for defense. O4 cuts off O2 for basket.

It is recommended that the time ordinarily spent on this detail be used in some more beneficial way.

The following are some suggestions that should prove useful in developing a better passing attack. Passes should be made to the receiver chest high and away from his guard. An exception, however, should be made when the receiver is cutting in under the basket. In this instance he should leap high and the ball should be passed up to him. The player should look before passing. This does not mean he should look directly at his team mate—far from it. A split or peripheral vision should be learned so that each player has the ability to look straight down the floor and yet "know all and see all," that is going on in front from corner to corner. Before passing, a feint should be

Diagram 6. O3 push-passes to O2, circles around O5 and X5, and establishes a new post man in front of O5. As this occurs, O5 goes very fast across to screen X4. O4 then cuts around O5 for the basket. O2 bounce-passes or uses his right hand to push-pass to O3. O2 then goes fast over to screen X1. O1 cuts behind O2 and on around O3. (That sets a new post.) O2 remains out for defense.



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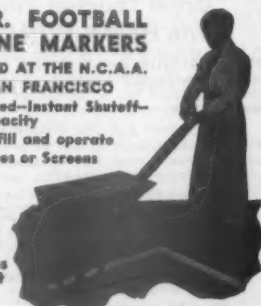
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speed of the pass should be regulated by its length. Long passes should be fast; short passes should not be too hard. Particular care must be taken when the receiver is moving toward the passer. Players should meet the ball! Basketball games cannot be won by players whose feet are glued to the floor. The players must maneuver about and one of the best moves is toward the ball and the pass. It is necessary to make one exception to this rule: when a player has broken away from his opponent and is going unguarded under the basket. Obviously it would be wrong, in this instance, to insist that the player stop and come out to meet the ball in order to fulfill this fundamental. During shooting drills, for example, it is always advisable to work on some definite type of pass rather than handle the ball in a haphazard fashion. Anytime the ball is passed the act should be considered passing practice. A player should maneuver to get free by leading his guard into screens and by sudden changes in speed and direction. Quick starts and stops, sharp angle cuts and reverses are far more effective than trotting around in circles.

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By BERNARD ERDMAN

Athletic Director, Lisbon, Iowa,
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In theory at least, a major purpose of sports is to build character and citizenship. Sportsmanship can and should play a large part in accomplishing this purpose.

Sports, too, are supposed to make for better relations between schools. Unless players, coaches, the student bodies, and outside spectators practice sportsmanship, that situation will not exist.

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Following is a list of measures which have been of great help to us in developing and improving sportsmanship. Some of these points deal with student body and non-school spectator sportsmanship as well, which are an important part, of the over-all picture.

1. We impress on our athletes the values to be gained from sportsmanship. For example, we tell them that learning to lose well will help them take "hard knocks" they may experience as they go through life.

2. We post sportsmanship slogans on the bulletin boards in the gym and locker room.

Examples of slogans we use are as follows:

"Basketball is a game, not a battle or fight!"

"It isn't whether you won or lost that's important but how you played the game."

3. We teach the boys to be good losers and good winners. We tell them to

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congratulate their opponents when we lose and compliment them when we win.

A slogan we have is that it's better to lose a game and be a good sport than win and be a poor sport.

4. We permit no crabbing at officials. We point out to the boys that the officials do not criticize them when they make mistakes, therefore, they have no right to criticize the officials.

5. We coaches conduct ourselves properly on the bench at all times and do not "beef" at the officials.

6. We see that sportsmanship is emphasized in some of the pep meetings, including the first one of the season.

7. We have established a rule to the effect that any player receiving a technical foul for unsportsmanlike conduct will immediately be removed from the game and made to apologize to the official when the proper moment presents itself.

8. We ask the boys to help in any way possible to promote sportsmanship among our rooters.

We point out that the simple gesture of raising the hand to obtain silence when an opponent is about to attempt a free throw can be of real help.

9. We have a qualified person on the public address system who does his part to see that proper attitudes on the part of spectators prevail.

10. We never "pour it on" an opponent.

11. When an opponent goes out on fouls, our boys shake hands with him and tell him "nice game."

12. We make every effort to make visiting teams feel at home.

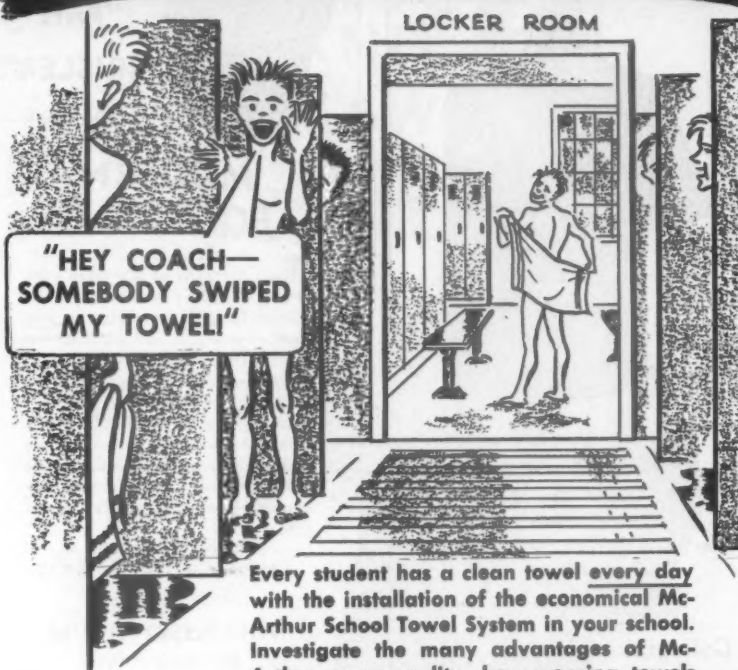
We have our team manager at the door to show the teams to their dressing quarters.

Another way we plan to make our visitors feel at home is to place welcome posters in conspicuous places in the gym. There are other ways and means, certainly, of developing sportsmanship. The above mentioned ways, however, have solved the problem for us.

It should be stated that although the coach is not solely responsible for sportsmanship, he is a key figure. His teachings and actions will determine to a major extent how well sportsmanship will be developed in his athletic teams, and too, he can influence sportsmanship among the student body and patrons to a large degree. If a coach jumps and yells every time a foul is called on his team, the players, student body, and patrons may be expected to do the same thing.

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at all costs." This is a bad situation and is a major cause of lack of sportsmanship.

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and should get, he can ignore the second-guessers. If he can't, it would be better for him to seek a new job.

If sports are to maintain a dignified place in the education process, we must combat the great lack of sportsmanship among our athletes, coaches, student bodies, and patrons. Let's change the slogan "Win at all costs" to "Sportsmanship at all costs."

NEW BOOKS

(Received too late to be included with other book reviews.)

"Best Sports Stories 1949," edited by Irving T. Marsh and Edward Ehre. Published by E. P. Dutton & Company, New York. Illustrated \$3.00.

This is the fifth annual volume of the best sports stories. Such notable events as the Army-Navy game; Gene Bear-den, aluminum plates and all, handcuffing the Braves; Bob Mathias winning the Olympic decathlon in rain and darkness; Cerdan battling Zale for the middleweight crown; and dozens of other articles that the sport fan will find a must. Also included is a full roster of U. S. and Olympic champions in all sports.

Modern Football, by H. O. "Fritz" Crisler. Published by Whittlesey House, New York, London, Toronto. Two hundred seventy-nine pages. \$3.75

The author has given us a book that lives up in every way to what we would expect from him—a thorough, polished and interesting book on every phase of football. An example of its thoroughness is the chapter on blocking which

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From Here and There

(Continued from page 5)

191 feet, 2½ inches. . . Rhode Island's Bob Black, one of the entries in the NCAA two-mile run, was coached by Fred Tootell who still holds the NCAA record in the hammer throw at 175 feet, 1 inch made in 1923 while he was at Bowdoin. . . Sylvester R. Hall, former football coach at Cardozo High School, Washington, D. C., has been appointed head football coach at Virginia State College. . . William Kastinos is now head football coach at Elmhurst College. He was formerly assistant football coach at Dickinson State Teachers' College. . . Frank Patrick, former University of Pittsburgh football star, is now assistant coach at Penn State. Patrick played with the Chicago Cardinals and also served as backfield coach at Oglethorpe University. . . William H. Waller, former football player at the University of Illinois, resigned as coach at Cody, Wyoming, to become head football and baseball coach at Yakima Junior College, Yakima, Washington.

* * *

BOB Breitenstein is the newest addition to the University of Miami football coaching staff. He played football at Miami University and coached high school football in Cincinnati and Steubenville, Ohio, before the war and at Shaker Heights, Ohio, after the war. . . Earle Edwards, Michigan State's new end coach, has never been associated with a losing football team, either as a player or coach. . . Merwin Nichols is now head coach of all sports at Hartford, New York, Central School. He succeeds Roland Lyford who is now head coach at People's Academy in Morrisville, Vermont. . . Long Island University is offering a new course this fall covering the maintenance and operation of swimming pools and beaches. This was prompted by the increasing demand for skilled men created by the growing number of pools and beaches. . . John Mayes, former Fordham track captain, will coach track and assist in basketball at

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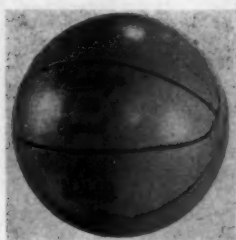
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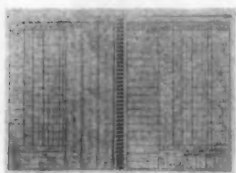


S HOWN here is the new Rawlings "Seam-Sealed" RSS Official basketball. The ball is made of finest quality tan color steerhide built over a tested perfected center and features ply fused construction. It is molded under terrific pressure to form a perfect, lasting sphere. Wide "Seam-Sealed" black channels assure easy handling. The ball is official in every respect. It is manufactured by the Rawlings Manufacturing Company, St. Louis 3, Missouri. Price: \$26.50.

P LASTIC mat covers that may be washed while they are on the mat, are the latest item in the wrestling line. Made of Vinylite, the flexible covers have electronically sealed seams which produce a smooth waterproof surface that is resistant to alcohol, oils and greases. The plastic is .020 gauge thickness and comes in four different mat sizes. It provides perfect traction for rubber soled shoes but will not cause mat burns. The covers have grommets for lacing on mats at four corners. Manufactured by G. D. Richardson Manufacturing Company, Fort Collins, Colorado.



A BASKETBALL score book which records every basket, foul, foul point, time-out and score point as well as the regular box score, the player combinations, individual statistics, officials' statistics and the running score is being offered by Mohawk Valley Sports, Inc., Little Falls, New York. Called "The New Running Score Method for Basketball," it provides a permanent record for every offensive and defensive move in the game and shows the strength and weakness of every combination used. The recording of the data is so simple that very little time is required to do it.



A NEW handbalancing apparatus has been developed which enables the novice to learn the basic balances and levers, planches, and one-arm hand stands more easily and quickly. The apparatus consists of two lightweight handstanders finished in durable enamel, with the handles securely bolted to the bases for additional strength. The bases are covered with a non-skid material to prevent slipping. This item, called the Porta-Gym, sells for \$5.00 a set and includes instructions. To order, write to: Porta-Gym Company, Box 4012P, Interbay Station, Seattle 99, Washington.



TWO years of experimentation and research have resulted in the newest thing in swimming equipment—the fiber-glass kickboard. It is extremely buoyant and lightweight, the same as conventional balsa kickboards. The fiber-glass board is totally waterproof throughout and will never become waterlogged. The board measures 22" x 12" x 2" and comes in red and blue. Price: \$4.95. Distributed by Adolph Kiefer and Company, 785 W. Lexington Street, Chicago 7, Illinois.



A PRODUCT for marking athletic fields that is supposed to outlast anything yet used for this purpose is Certified Hydall Paste No. 451-F. It is manufactured by United Laboratories, Incorporated, Cleveland, Ohio, and when thinned with water, may be applied by standard marking machines. The paste covers the grass blades from the tip to the ground, adheres well and will not dust. It is in no way harmful to the grass and is unaffected by the weather.



IN EQUIPMENT AND IDEAS

Keene, New Hampshire, High School. He succeeds Alder Hatch. . . . Two members of the 1949 graduating class at Springfield College, Massachusetts, will remain at the college as instructors in physical education. They are Joseph Rubachka and William R. Campbell. Rubachka was high scorer on the 1948-49 basketball team and Campbell was a brilliant diver on the swimming teams of the past three years. The latter succeeds Edward J. Smyke as swimming coach. . . . Harvey Williams, who has been on the faculty of San Francisco State College, is now assistant to John W. Bunn, director of athletics at Springfield College. . . . Louis E. Means, former director of physical education at the University of Nebraska, is now operating a sporting goods store on Wilshire Boulevard in Los Angeles. . . . Wayne Ross, varsity groundskeeper at Oregon State College, has invented a new method of keeping yard lines on the football practice field. He burns them in with gasoline and as long as the remainder of the field is kept green the lines show up very well and save a great deal of time and expense in putting down chalking lime. . . . Conrad Pensavalle, Dartmouth football player of last season, has been appointed coach of football, basketball and baseball at Millis, Massachusetts, High School. . . . Barlow "Bones" Irvin, who served last year as freshman coach at Texas A & M College, has been appointed athletic director at the school. He succeeds Bill Carmichael who resigned to become school superintendent at Bryan, Texas. Irvin played tackle at A & M and was football coach at Thomas Jefferson High School in San Antonio before joining the staff at A & M. . . . The New York State High School Athletic Association reports that sports are expanding in that organization. Two years ago 82% of the schools conducted three or more sports, last year there were 90.7% and this year the percentage is up to 93.5. . . . Roy Cestary, former Notre Dame and Columbia football player, has been named end coach at New York University. N.Y.U. has also appointed John Bunyan as freshman coach. . . . Benny Friedman, former grid great at Michigan, is the athletic director and coach of all sports at Brandeis University in Boston. This is the second year of the school's existence.

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(Mention The Athletic Journal)

Athletics A Part of Education

(Continued from page 18)

Today, with a national labor law that limits work to forty hours, and with the need for the overtime of the war years no longer present, few of our wage earners work longer than the forty-hour standard. If we allow eight hours a day for sleep, ten hours a week for commuting to our jobs, and forty hours a week for work, we have 62 hours a week left over for leisure activities.

The American people differ in their likes and dislikes. Some will use their leisure time for reading, others will enjoy music, others will attend the theater, and still others will prefer athletics, either as participants or as spectators.

Quite frequently one hears it mentioned that football is a waste of time in that it has little or no carry-over value. Those who follow that line of reasoning fail to realize that the football player is imbued with an athletic spirit that will come to the fore in other forms of athletics later on. Among our own personal friends we number several lawyers, doctors, business men and, naturally, coaches. Among these groups a far higher percentage of coaches play golf than any of the above-mentioned classifications.

Even the often-leveled criticism that we, as a people, are watchers and not actively engaged in athletics, to our way of thinking, is not sound. Outside of the field of farming, the great majority of our workers spend the greater part of their working hours in enclosed areas. To spend two to three hours in the brisk autumn air watching a football game supplies a needed change from our steam-heated offices and homes.

If it is true that education endeavors to prepare a person, whereby he may more readily enjoy life, then certainly athletics is a part of education.

Dr. Ralph Cooper Hutchison, president of LaFayette College, says of football: "It has an irreplaceable integrating value among the students, faculty, alumni and friends of the college and it should, therefore, be an integral part of the college educational structure. Being such, it should be managed by the college, thoroughly and exclusively as would any academic department." Dr. Hutchison further states, "Lafayette has never made the mistake of underestimating football's values, significance or import in higher education."

We agree with the proponents of the bill that too much importance is placed on winning. We also feel that if teachers are able to obtain a public hearing before being discharged, the same should apply to coaches who teach that important part of education—athletics.

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